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ABSTRACT

This document is comprised of five issues of "CEC Today," a membership publication of the Council for Exceptional Children. Each issue usually contains a calendar of events, news items, and columns on member benefits, advocacy efforts of CEC, activities of Student CEC, CEC in Canada, activities of the CEC divisions, professional advancement, and a topical survey. Brief opinion pieces and articles are also included in each issue such as the following: "What about Autism? Can CEC Accommodate Special Interests?" (Jack Scott); "Special Educators Support Hugging: Responses from the CEC Survey: To Hug or Not To Hug"; "Paperwork Is Number 1 Obstacle for Special Education Teachers"; "Distance Education -A Learning Tool for Professionals and Students"; "CEC Must Change To Meet Today's Challenges" (Gerald Reynaud); "Alternative Schools -Hope or Heartache?"; "The Price of Miracles" (Gail Bornfield); "Growing Challenge for Teachers -Providing Medical Procedures for Students"; "Teachers' Actions Don't Match Their Beliefs"; "Assessments Fail To Give Teachers Relevant Information"; "Individualization Is Essential to Special Education" (Dede Johnston); "The Hidden Problem among Students with Exceptionalities -Depression"; and "Technology Plays Vital Role in Special Education and Literacy Development". (DB)

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CEC Today, 1998-1999

Volume 5

Numbers 1-5

Lynda C. Voyles, Editor

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today

EXCLUSIVELY FOR MEMBERS OF THE COUNCIL FOR EXCEPTIONAL CHILDREN

Vol. 5 No. 1
June/July 1998

CEC Awards Nominations Due

The CEC Special Educator Awards Nominations are due November 2, 1998!

J.E. Wallace Wallin Special Education Lifetime Achievement Award

Clarissa Hug Teacher of the Year Award

CEC Outstanding Leadership Award

CEC Special Education Research Award

CEC Yes I Care! Business Award

Outstanding Public Service Award

For information or applications for these or other awards, contact CEC at 888/CEC-SPED, see the CEC Web site at www.cec.sped.org; or e-mail, cec@cec.sped.org.

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Distance Education—A Learning Tool for Professionals and Students

In today's chronic state of too much to do and too little time to do it, distance education offers educators a welcome alternative to traditional classes. With distance education, special educators can earn an advanced degree or expand their expertise from a site located just a few miles away or at the computer in their spare bedroom. However, distance education is not reserved for professionals. It is currently being used in K-12 classes, often to bring advanced courses to rural schools that do not offer them. But, distance learning is also used to enhance special education services, and experts in the field predict that it will be soon be a successful learning tool for students with disabilities.

Distance learning covers a wide gamut of delivery forms, including audio, audiographic, satellite video, two-way videoconferencing, computer telecourse, Internet Wide Area Networks (WANs) and Local Area Networks (LANs), or other electronic means.

Though convenience is a primary attraction of distance education, it also offers other advantages, such as more interaction with the professor or instructor; the ability to review entire lectures, visuals and/or study aids as often as needed; and the opportunity

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Multicategorical Framework Approved

To better meet the needs of special educators working in today's educational environment, CEC's Professional Standards and Practice Standing Committee recently approved a new multicategorical framework for licensure and accreditation. The multicategorical framework provides two sets of standards: one for special education teachers working with individuals with disabilities who are most likely to make progress in an individualized general curriculum and another for special education teachers working with individuals with disabilities who are most likely to make progress in an individualized independence living curriculum. The new framework, which is based on CEC's existing standards, provides an alternative to what is presently available.

CEC believes the multicategorical framework for our standards is a critical next step given the number and types of disabilities special educators serve in today's classrooms. With the move toward more inclusive classrooms, special educators are asked to be knowledgeable about many different types of disabilities and provide quality educational services to students with various disabilities in one setting, as well as serve as a resource to others concerning these students and their needs. In addition,

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Earn $10 Vouchers!

CEC has an easy way for you to earn $10 vouchers you can use toward membership dues, books, training events, or as a chapter fundraiser—sell subscriptions to *TEC* or *EC*.

Who should you sell to? Many libraries and schools subscribe to professional journals. *TEC* and *EC* are two journals they will be happy to offer to their patrons.

Why are we asking for your help? Three reasons. First, you, as regular readers of *TEC* and *EC*, are the best ones to tell others of their value. Second, we believe personal contact is the best way to reach subscription buyers. Third, due to funding cuts, libraries and schools are dropping subscriptions. If these institutions don't realize how important *TEC* and *EC* are, they will discontinue their subscriptions.

If you need sample copies of the journals to show to librarians, principals, or other potential subscribers, just give us a call at 888/CEC-SPED, ext. 448.

Subscriptions to *TEC* and *EC* each cost $58. There are subscription postcards in each journal. For each prospect that subscribes, CEC will send you a voucher worth $10. Call CEC's Fax-on-Demand, 703/264-9420, for an information form or print it from our Web site: www.cec.sped. org. Fax it to 703/620-2521 or mail the form to CEC Publications, 1920 Association Dr., Reston, VA 20191. Each month we will compare the new subscribers with the names or agencies on your coupons. Whenever we get a match, we will send you a voucher for $10!

In Memoriam

CEC is saddened to report the loss of two of our members and friends.

Ron Anderson, professor of special education at the University of North Carolina, Charlotte, died on July 1, 1998. Anderson served as CEC president, CAN coordinator, and Student CEC president and was a strong advocate of educators with disabilities.

Jack Birch, professor emeritus of special education at the University of Pittsburgh, passed away on April 1, 1998. A staunch supporter of reforms in special education and a former CEC president, Birch was respected throughout the field.

CEC Welcomes Its New Officers

At the 1998 annual convention, the following individuals were elected to serve on the CEC Executive Committee. Please join us in welcoming them to their new positions.

Helen Bogie
First Vice President, July 1, 1998 - June 30, 1999

Hellen Bogie is the principal of M.F. Mchugh School (Care & Treatment, Custodial/ Correctional Facility) in Ottawa Carlton School District in Ontario, Canada, and a lecturer on special education at Queen's University, University of Ottawa. She has held numerous leadership positions, including education supervisory officer for the Ontario Ministry of Education and Training.

In addition to her professional duties, Bogie has served CEC in numerous capacities. She has held the posts of governor-at-large on the CEC Executive Committee, local arrangements chair of two Ontario provincial conferences, and member of the CEC Finance and Operations Standing Committee.

As program chair of the 2000 CEC convention, Bogie plans to bring CEC members an outstanding program for our convention and the Special Education World Congress.

Bogie is also committed to expanding CEC's influence in the field. In addition, she hopes to help make CEC more sensitive to diversity and to undertake the changes necessary to compete in today's marketplace.

Brenda Heiman
Governor-at-Large, July 1, 1998 - June 30, 2001

Brenda Heiman's accomplishments in special education give her a broad range of experience. A former special education teacher, Heiman has authored several publications, completed research grants on technology in special education, and served on the New Mexico State Funding Formula Committee. Heiman is currently the district accountability supervisor for the Albuquerque, NM, Public Schools.

Heiman has also held several key roles in CEC, including governor of CEC's Technology and Media Division, CAN coordinator, president of the New Mexico Federation, and local arrangements chair for the 1992 national TAM conference.

Heiman plans to ensure CEC members receive the highest level of service. As a public school employee, Heiman knows the issues special educators face and will bring that understanding to her position. Heiman also hopes to help CEC guide the Individuals with Disabilities Education Act (IDEA) regulations so that they support best practices. Anther issue Heiman will address is increasing special education funding so that districts can deliver services that are both needed and mandated.

James Patton
Governor-at-Large, July 1, 1998 - June 30, 2001

James Patton, an associate dean and professor at the College of William and Mary, has made significant contributions to the field. In addition to his numerous publications, he has authored grant proposals and acted as a consultant to schools and colleges.

Patton is also an active CEC member, co-chairing the 1997 Symposium on Culturally and Linguistically Diverse Exceptional Learners and serving on the CEC Executive Committee as well as the CEC Board of Governors.

In his current position, Patton plans to focus on programmatic issues and work to help build a unified system for educating persons with exceptionalities. Additionally, Patton intends to work with CEC to secure endowments to ensure the organization's financial future and support our mission. ■

CEC Today *will introduce the new Governor-at-Large, Canada, and the Canadian officers in the August issue.*

Summer—A Great Time to Be a CEC Member!

Whether your summer includes a fun vacation trip, summer school, job hunting, a cross-country move, or catching up on chores at home, your CEC membership will come in handy! Make the most of your summer by taking advantage of the many benefits available to CEC members.

On the road? New driver in the family? GEICO provides competitive rates on automobile insurance. Take a few minutes to call GEICO at 800/368-2734 for a rate quote. Identify yourself as a CEC member and have your CEC member identification number handy.

Need a rental car? With Hertz, you can save on your rental car needs throughout the U.S., Canada, Europe, and the world. Present your CEC member identification number or the Hertz member discount number 042434 when you reserve your car. For reservations, call 800/654-2200.

How will you take care of trip expenses? MBNA America offers the Gold MasterCard to CEC members with no annual fee, 24-hour, toll-free customer service, and 30-minute credit-line decisions (useful when you find that "must have" souvenir!). To apply, call 800/847-7378. Please use Priority Code 6PID when you call.

New graduate? Congratulations! Graduating student CEC members are eligible for a $20 reduction on their first year's professional membership dues. To take advantage of this special offer, you must have been an active student CEC member within the last academic year, and your membership must not have lapsed over 90 days. Information on this offer is printed on the back of the student dues renewal notice. Or, call 888/CEC-SPED. This offer cannot be used with any other offer.

Job hunting? CEC's Career Connections is the only job bank on the Internet devoted exclusively to special education professionals! Check out job vacancies at no charge or post your resume on the Resume Referral Service. The cost to list your resume for six months is $20 for CEC members, $10 for students. CEC members are offered an introductory discount of 50 percent until October 1998! Check CEC's Web site at www.cec.sped.org or call 888/CEC-SPED for more information about Career Connections.

Seeking professional recognition? Looking for something special to put on your resume? Show that you meet professional standards as a Professionally Recognized Special Educator (PRSE)! PRSEs are available in special education teaching, special education administration, and educational diagnosis. As a PRSE, you'll receive a certificate; the right to add PRSE after your name on business cards, letters, applications, etc.; plus other benefits. The application fee for the PRSE is only $50 for CEC members. Request a PRSE booklet from CEC, 888/232-7733, or by e-mail at cecprof@cec.sped.org. The application booklet is also available on CEC's Web site at www.cec.sped.org.

Need to update your personal or professional liability insurance? CEC has 13 plans covering professional/personal, life, and health insurance through Forrest T. Jones and Company, Inc. For more information, call 800/265-9366.

If you're connected to the Internet, you're connected to CEC! Stay abreast of CEC activities and the special education profession by checking CEC's Web site at www.cec.sped.org on a regular basis. Keep up with IDEA, monitor CEC's Initiative on Special Education Teaching Conditions, participate in CEC's new Discussion Forum, or do a bit of armchair shopping from CEC's Resource Catalog! See CEC's Web site, www.cec.sped.org, for all this and much more!

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Advocacy in Action

IDEA Amendment Retracts Protections for Students with Behavior Problems, Opens Door to Further Changes in Law

An amendment tacked on to the FY 1999 Labor, Health and Human Services, and Education Appropriations Bill could undermine language in the Individuals with Disabilities Education Act (IDEA) 1997 that protects the rights of children with disabilities who exhibit dangerous behavior. Because of this and the fact that any amendment to IDEA could open doors to a dismantling of this carefully crafted law, CEC is working to ensure the amendment is not passed.

The amendment, known as the Livingston Amendment, would allow schools to remove children with disabilities who have exhibited dangerous behavior from their schools to an alternative placement for unlimited amounts of time. Dangerous behavior includes carrying a weapon to school, involvement in substance abuse, or intentionally exhibiting violent behavior that results in, or could have resulted in, injury to the child or others.

The Livingston Amendment deletes the 45-day limitation on removing students with disabilities from their current placement and ties schools only to disciplinary measures affecting nondisabled children. This change would undermine the "interim nature" of "interim alternative placement" and encourage subjective applications of schools' disciplinary penalties. CEC urges you to contact your Congressional representatives and express your concerns about the Livingston Amendment.

Gifted Education Needs Your Help!

Support for a federally funded program for educating gifted and talented students is gathering bipartisan support on Capitol Hill. CEC and TAG have provided substantive input on drafts of a proposed bill, the "Gifted and Talented Students' Education Act of 1998," and we are pleased to report that it is gathering momentum. But the bill, which will provide much needed funds for gifted education, needs your help to pass.

The Gifted and Talented Students Education Act of 1998 would provide funding to states based on population (approximately $154 million total, with at least $1 million per state). The funds could be used at state discretion for personnel preparation, technical assistance, innovative programs and services, accountability systems, distance learning, and/or state infrastructure.

Many problems schools, teachers, parents, and students experience could be ameliorated by federal support for gifted education, including

- Vast disparities in educational opportunities for students with gifts/talents among states, districts, schools, and racial and ethnic groups.
- Basic gifted education services and structures would remain in place during times of fiscal stress, saving tremendous local tax dollars in repeated start-up costs and providing continuity in training and services.
- Each state could use the federal resources in ways most appropriate to their needs.
- Federal funding would allow states to develop, maintain, and evaluate programs to meet the needs of students with gifts and/or talents.

States would be required to maintain at least current levels of funding on gifted education in order to receive these monies.

Contact your members of Congress and ask them to support this legislation when it comes to their committee or the floor. Offer to make sure that they receive a copy of the legislation as soon as it becomes available. If your member or their staff seem particularly interested, ask them if they would consider co-sponsoring the bill. Be sure to keep us informed, especially if your member (or their staff member) expresses interest in serving as a cosponsor.

IDEA Regulations Still Pending

Word has been received that the final regulations for implementing P.L. 105-17, the Individuals with Disabilities Education Act of 1997, will not be published until late summer of this year, at the earliest. CEC will continue to work for expeditious publication. □

FY 99 House Appropriations Subcommittee on Labor, HHS & Education Recommendations

Programs IDEA (in millions)	FY 1998 Budget	Subcommittee Recommendations
State Grants		
Grants to States Part B		
Advance from prior year	---	210,000
Grants to States Part B	3,801,000	4,100,700
Preschool Grants	373,985	373,985
Grants for Infants and Families	350,000	350,000
Evaluation Forward Funded	5,000	---
Evaluation Current Funded	1,700	---
Subtotal: State Grants, Current Year	**4,531,685**	**5,034,685**
IDEA National Programs (P.L. 105-17)		
State Program Improvement Grants	35,200	35,200
Research and Innovation to Improve Services	64,508	64,508
Technical Assistance and Dissemination	44,556	44,556
Personnel Preparation	82,139	82,139
Parent Information Centers	18,535	18,535
Technology and Media Services	32,523	32,523
Public Telecom Info/Training Dissemination	1,500	1,500
Subtotal: IDEA Special Programs Reauthorization	278,961	278,961
TOTAL: SPECIAL EDUCATION	**4,810,646**	**5,103,646**
Subtotal: Forward Funded	4,565,185	4,859,885

Distance Learning, *from page 1*

for each student to be actively involved in the learning process. Furthermore, research at the postsecondary level shows that distance education is just as effective as traditional education. While research in effectiveness is limited in K-12 applications, existing research and anecdotal evidence strongly suggest that distance education is an effective means for delivering instruction in these settings also, according to the United States Distance Learning Association.

"Distance education releases people from the prisons of time and space," said Denzil Edge, professor at the University of Louisville and member of CEC Chapter #5. "People can get good quality instruction and support, and the interaction is 10 times more via TV or the Web than with the traditional learning format."

While distance learning is not for everyone, the negatives appear to be a matter of personal preference rather than problems with teaching and learning from afar. Obviously, those who prefer face-to-face interaction would not enjoy distance learning. Distance learning is also not a good choice for those who cannot work well independently.

The Wave of the Future Is Here Today

Distance learning has become an important and viable means of delivering educational services. Currently, colleges of all types offer more than 30,000 distance education courses, allowing individuals to earn graduate degrees in the professional areas, as well as earn undergraduate credits or simply add to their knowledge in a particular area.

Distance education is playing a particularly important role in the preparation of special education teachers. Through distance education, special educators can get courses they could not access otherwise. For example, some courses, such as those in severe disabilities, are offered at only a few universities that students cannot get to easily. Historically, those courses would have only four or five students enrolled in class; with distance learning, they now have 40. In addition, distance education has also enabled states to hire qualified professionals—in three years, Kentucky addressed its need for teacher preparations, says Edge. Also, contrary to popular belief, few classes cannot be taught through distance learning. Even courses such as Braille are taught through distance education, according to Edge.

Distance education has also provided exciting opportunities for students at the K-12 levels to enhance their education. Distance learning applications at this level range from giving gifted students the opportunity to take college courses or advanced placement courses not available at their school to enrichment activities all students can profit from. Western Heights School District in Oklahoma City, OK, has one of the most advanced distance learning systems in the country. Through distance learning, Western Heights students participated in a videoconference discussion between U.S. senators, a member of England's Parliament, and other students in New Jersey; were mentored by Dayton Tire Company employees who brought real-world business and technology into the classroom; and visited zoos and museums in distant cities. In addition, the district's fourth and fifth graders worked with newscasters and meteorologists from a local TV station to learn practical applications of math, science, and geography skills through live videoconferences. The students participated in a news conference as a concluding activity.

"Distance learning allows kids to reach out beyond the boundaries of the U.S. to other countries," said Joe Kitchens, superintendent of Western Heights School District. "I envision the time when we will not have to restructure kids and teachers to be able to make their classroom a part of someone else's in another part of the world."

How Does Distance Learning Work?

Video Classes

Distance education, whether at the postsecondary or K-12 levels, is delivered in the same basic ways. The two primary means of distance education are asynchronous or synchronous communication.

Synchronous communication is delivered in real-time, often by two-way interactive TV, two-way audio, or one-way video. Often students will gather at predetermined sites for class. In Fred Spooner's distance education class at the University of North Carolina, Charlotte, there is a live class in front of him and four TV screens. One screen displays his visuals and the others show the distance sites. When a student asks a question, the TV monitor zooms in on the student, who identifies him or herself, and Spooner. In sites with one-way video, the professor cannot see the student asking a question, but many professors avoid anonymity between themselves and students by asking for pictures of their students at remote sites.

Interaction occurs with the professor in a multitude of different ways. Most distance professors make it a point to ensure students at remote sites feel a part of the class by asking them questions.

"In every class, people communicated about their students," said Tina Smith, a graduate student who took approximately half of her courses through distance education. "And he (Spooner) probes. He calls on people at different sites and gets communication going."

In addition, students can raise questions during class discussions or call in questions and comments during breaks or after class.

Further interaction between professors and students follow through e-mail, chat rooms, and listserves. Students also engage in conversations with each other through these electronic avenues.

Students at remote sites can get additional assistance from site facilitators. These professors or advanced students (or paraeducators at K-12 sites) help clarify instruction, answer questions, and monitor exams.

Finally, many distance instructors find it helpful to teach at the remote site at least once during the term. That gives them an opportunity to get to know their distance students and removes the void of face-to-face interaction endemic to distance education.

Continues on page 13

Meet the 1998-99 Student CEC Executive Committee

BY ADAM MARONEY

Congratulations to the following members were elected were elected to the 1998-99 Student CEC Executive Committee. Please contact them with any questions or concerns you have throughout the year.

Student CEC President

Melissa Whitmore is the first Student CEC president to take office after having served as president-elect. Whitmore is a high school cognitive disabilities teacher in Wisconsin Dells, WI. She plans to earn her master's degree in vocational rehabilitation and transition.

Whitmore, an active CEC member since 1995, has served at the chapter and association levels in addition to her position on the 1997-98 Student CEC Executive Committee.

Whitmore's main goal is to increase membership. She would also like to form a stronger alliance with the professional organization. Whitmore says students and professionals have a great deal to offer one another and both parties can benefit from such an alliance. Contact: melkwhit@sprynet.com.

Student CEC Award Nominations Due!

If you know of an outstanding student, nominate him or her for one of Student CEC's prestigious awards:

- Susan Phillips Gorin Award.
- Outstanding Student CEC Member of the Year Award.
- Graduation Awards.
- Student CEC Ethnic Diversity Scholarship.
- Student CEC/Black Caucus Scholarship.
- Canadian CEC Outstanding Member of the Year Award.

All nominations must be postmarked by December 8, 1998, except the Canadian CEC Outstanding Student Member of the Year, which is due January 31, 1999. For more information, call 888/CEC-SPED.

President-Elect

Mona Wright was elected to the two-year term of president-elect. She is a senior at Harris Stowe State College. Wright has been involved with Student CEC for the past three years, holding the positions of chapter president, association president, and governor.

Wright will work to increase student involvement in CAN. She would also like to see a greater level of involvement with professional CEC because she says this will facilitate an easier transition to professional status. Wright will also strive to improve recruitment and retention as well as the recruitment of a diverse population. Contact: 314/772-2247 (P).

Vice President of Committees

Lina Reitano, a veteran of the Executive Committee, will serve as Vice President of Committees. She attends the University of Toronto/Ontario Institute for Child Studies.

Reitano has been with CEC for the past three years and has held numerous leadership posts, including York University chapter president, Ontario student president, and Canadian student liaison.

Reitano wants to see Student CEC grow membership and student involvement.

"Membership is what makes us this outstanding family of child advocates and therefore it is necessary to maintain our membership," Reitano said.

Reitano also plans to increase the responsibilities of the Ethnic and Multicultural Concerns and Honors Committees, which she says could do more to benefit CEC. Contact: sreitano@netcom.ca.

Vice President of Programs

Adam Maroney is also a seasoned veteran to the Student CEC Executive Committee. Maroney is serving as Vice President of Programs and has already begun planning for the 1999 annual convention in Charlotte, NC. Maroney's goal is to ensure that every student has an outstanding conference experience.

"I have planned some new events so those who have come to conventions in the past will experience something new, but I have also retained some CEC convention highlights like the Student CEC dance," said Maroney.

Maroney has been active in Student CEC since 1993. He has served as president, vice president, and governor of the Maine Association.

A graduate of the University of Maine at Farmington, Maroney is earning his masters in Speech and Language Pathology at the University of Cincinnati. Contact: maroney2@juno.com.

Vice President of Communications

Danine Hewitt will serve as the Vice President of Communications. Hewitt hails from the University of Central Florida, Brevard. She majors in exceptional education with a focus on severe learning disabilities.

Hewitt is not only active in Student CEC, she also serves as vice president of the Florida Jaycees. She looks forward to her position and will work to represent all students and their ideas in *CEC Today*. Hewitt and the Publications Committee will also update the Student CEC Web page regularly. Contact: 407/631-2707 (P).

Canadian Student Liaison.

Tasia Karagiannis is the Canadian Student CEC Liaison. Karagiannis is in her third year at the University of Winnipeg, and she has worked with Student CEC for the last four years. She has served as secretary, treasurer, president, and governor, as well as member-at-large for the Manitoba Federation.

Karagiannis anticipates bridging the gap between Canadian and Student CEC. She also plans to reactivate the association in British Columbia in preparation for CEC's convention in the year 2000. In addition, Karagiannis wants to start associations in Alberta and Saskatchewan, as well as high school clubs in Canadian associations. Contact: akaragia@callisto. uwinnipeg.ca. □

CEC Opposes Arbitrary Limits on Bilingual Education

While movements to limit bilingual education gain momentum, CEC stands firm in its opposition to such legislation. CEC opposes both the English Fluency Act, which is before the U.S. House of Representatives, and Proposition 227, which passed into law in California in June. Such legislation, which limits access to bilingual education to one or two years, ignores the individual learning needs of the student as well as data showing the amount of time needed for any individual to become fluent in a second language. These proposed laws further show their disregard for the rights of children with disabilities by limiting their guarantee to an appropriate, individualized education. By forcing all children to become fluent in English—or any content area—within a set time period runs counter to the very basis of special education.

"It is inconceivable that legislators would support these measures that will, in many cases, limit the learning options of the nation's children—in both general and special education," said Joseph Ballard, CEC's Director of Public Policy. "In this time of educational reform, more and more people are recognizing that 'one size fits all' educational programming simply does not work."

While CEC concedes that bilingual education may need improvement to be effective, the current legislation does not meet that goal. In determining how long a student should receive bilingual education, educators must look at the student's learning rate, current level of English proficiency, the amount of time the student has spent in the country, and how much exposure the student has to English outside the classroom, as well as any special problems the student may have that can interfere with their learning English. For example, it is unrealistic to expect a student with a language-based disability to be able to learn English as quickly as his or her nondisabled peers.

"CEC sincerely hopes legislators reconsider the policies currently being proposed," Nancy Safer, CEC's executive director said. "It is incumbent upon us to recognize that bilingual education is essential for students without English language proficiency and that we must make every effort to see that students who need it receive English instruction that is effective. That means making bilingual education and full immersion programs appropriate, individualized, and of high quality."

The California Viewpoint

CEC's California Federation also took a stand against Proposition 227. Though many special educators agreed that some bilingual education systems needed to be changed, they opposed the idea that all students would receive only one year of bilingual education and be expected to master a new language. Special educators also maintained that Proposition 227 denies special education protections and unfairly puts teachers at risk of litigation.

While Proposition 227 ignores the realities of acquiring a second language for any student, it can be especially harmful for students with disabilities. In fact, Proposition 227 conflicts with a number of laws protecting students with special needs, including the Individuals with Disabilities Education Act (IDEA), civil rights laws, and Title 1, according to Carole Scott, special education teacher for Whittier City School District, Whittier, CA, and member of CEC Chapter #188. And, it makes no allowances for individualized or appropriate education for students with special needs.

"If a special education student who has a language processing problem is not proficient in his or her primary language, how can you expect the child to be proficient in a second language in one year?" questioned Scott.

Under Proposition 227, special educators predict that not only will students with disabilities suffer but also that more students with limited English proficiency may be referred to special education. As students' access to language curriculum and resources are curtailed, their resulting frustration may be interpreted as a learning problem when it's actually a language acquisition problem, said Scott.

Another area of contention is that the law makes teachers personally liable if a parent feels a child is not learning English fast enough.

While Californians are awaiting the court's verdict on the constitutionality of Proposition 227, special educators are forming recommendations to restructure bilingual education. While most agree that there should be some cap on time in bilingual education, the maximum time recommended for bilingual education ranges from three to six years. Most recommend a system that resembles special education—one that looks at each child individually, assesses his or her needs and strengths, and plans an English acquisition program based on that information.

Does Bilingual Education Work?

The debate over bilingual education is fueled by the fact that research—and some hands-on experience—gives conflicting reports as to whether bilingual education works or not. Opponents of bilingual education cite the fact that students in bilingual education for six or seven years are fluent in neither their native language nor English and that dropout rates for non-native English students are higher than those of English speaking students.

However, other studies, particularly those using more rigorous methodologies, show the effectiveness of bilingual education programs. These reports conclude that the greater the amount of first language instructional support a student receives, combined with balanced second-language support, the higher the student's academic achievement in each succeeding year. These studies further show that language minority students schooled in bilingual education programs for more

Continues on page 15

Division Focus

CASE

The Council of Administrators of Special Education

As the new year begins, CASE welcomes its 1998-1999 Executive Committee members: President, Jonathan McIntire; President Elect, Bev McCoun; Past President, Pat Guthrie; Secretary, Michael Livovich; Treasurer, Robert Van Dyke; Governor to CEC, Kelly Evans; Canadian Representative, Richard Zigler; Represenative of CASE Units, Luann Purcell; Membership Chair, Steve Milliken; Policy and Legislation Chair, Judy Montgomery; Publications Chair, Margaret McLaughlin; Professional Development Chair, Brenda Heiman; Executive Director, Jo Thomason.

CASE expresses deep appreciation to retiring executive committee members: Cal Evans, President; Stan Draffin, Canadian Representative; Edward Lee Vargas, Policy and Legislation Chair; Donnie Evans, Publications Chair; Dianne Barr-Cole, Professional Development Chair.

Plans are underway for the 9th Annual CASE Conference. "IDEA New Directions: Strategies for Success" will be held at the Kinston Plantation, Myrtle Beach, SC, on November 12-14, 1998. The conference promises to be an exciting one, so all CEC members are urged to mark their calendars now.

CCBD

The Council for Children with Behavioral Disorders

Summer will be filled with CCBD activities and publications. The Intensive Training Institute on Dealing with the Everyday Frustrations of Discipline in Relation to the New IDEA will be held in San Juan, Puerto Rico, July 14-15, 1998. For further information contact Lyndal Bullock at bullock@tac.coe.unt.edu. A monograph on the new discipline provisions of IDEA is scheduled for publication in July and will be available from CEC.

Kentucky CCBD, recognized for its outstanding leadership as a subdivision at the CCBD business meeting in Minneapolis, is cohosting a summer training workshop with the Kentucky State Department of Education June 29, 30, and 31. Bev Johns will join the event as a speaker.

Teri Palmer, doctoral student at the University of Oregon, received the Fenichel Memorial Research Award. Her dissertation is on functional assessment strategies in regular classrooms in middle schools.

CCBD Member-at-Large for Ethnic and Multicultural Concerns Cathy Kea is working with an active committee to develop a position paper on best practices in working with students with diverse needs.

Paul Zionts, CCBD general member-at-large, is seeking input on how to improve services to our members. If you wish to provide input, please contact him at Paul.Zionts@Cmich.edu.

CCBD continues its advocacy and governmental relations activities under the leadership of Eleanor Guetzloe. Part of CCBD's comments on IDEA said:

"CCBD would in the strongest possible terms urge Congress NOT to change the IDEA law passed just last year. To reopen IDEA would mean that Congress (and all the rest of us) would face debate on almost every contentious issue in IDEA. That would not be productive for students, parents, or educators."

Pins of recognition for retiring CCBD officers and committee chairs were awarded at the CCBD business meeting in April 1998 to Bill Evans, Past President; John Mastroianni, Treasurer; Egide Royer, Canadian Member-at-Large; Cathy Kea, Ethnic and Multicultural Concerns; and Hal Jackson, Student Member-at-Large. Bev Johns was recognized with a special plaque for her work as this year's CCBD President.

Watch this column for further information on the February 1999 CCBD Training Institute on Discipline and the Development of Behavioral Intervention Plans.

CCBD welcomes its new President, Doug Cheney, who took office July 1, 1998. He can be reached at dcheney@u.washington.edu.

CEC-DR

The Division for Research

Following a successful convention program and productive board meeting in Minneapolis, CEC-DR is pleased to make the following announcements.

Beginning in the fall of 1998, CEC-DR members will receive the *Journal of Special Education* as a member benefit. Thus, for the cost of joining CEC-DR, members not only enjoy CEC-DR membership but also receive a respected journal for less than the cost of subscribing.

CEC-DR is also pleased to announce the Distinguished Early Career Research Award. The Call for Nominations follows:

In recognition of the critical role of research to both current practice in and the future of the field of special education,CEC-DR seeks nominations for the Distinguished Early Career Research Award. This award recognizes individuals who have made outstanding scientific contributions in special education, in basic and/or applied research, within the first 10 years following receipt of the doctoral degree. Nominations are sought across all areas of special education as well as all forms of research methodology. For the award to be presented at the 1999 CEC Annual Convention, nominations of individuals who received their doctoral degrees during and since 1989 are sought.

For more information, contact Karen R. Harris, Co-Chair, CEC-DR Awards Committee, Department of Special Education, 1308 Benjamin Building, University of Maryland, College Park, MD 20742, (P) 301/405-6488.

Members of the CEC-DR Research Award committee are Karen Harris, Marty Kaufman, and Don MacMillan (each serving a three-year term), and Sam Odom and Barbara Keogh (each serving a two-year term).

CEDS

The Council for Educational Diagnostic Services

Mark your calendar for the CEDS Topical Conference, "Assessment for Instruction," to be held in Las Vegas, NV, on October 15-17, 1998. You don't want to miss this exciting and informative conference. For more information, call 506/453-3515; Fax, 506/453-4765.

TED

The Teacher Education Division

TED is planning its 21st annual conference, "Bridging to the 21st Century: Implications

for Personnel Preparation and Service Delivery," to be held in Dallas TX. Mark your calendars now for this exciting event. For more information, contact Kathlene Shank, 217/581-5315.

Standards, *from page 1*

we are seeing more students who may have multiple disabilities in our classrooms. For example, a student may have both a learning disability and emotional disorders, or a student with severe cognitive disabilities may also have a physical disability.

"Education is about instruction," said John Herner, director of the Division of Special Education, Ohio Department of Education and chair of the CEC Subcommittee on Certification. "We have learned that categorical identification dare not drive instruction. Instruction, and grouping for instruction, must be driven by student strengths and needs.

"The CEC Professional Standards and Practice Committee's new multicategorical framework for licensure and accreditation is a major step forward in aligning teacher training with best practice."

CEC's introduction of a multicategorical framework for CEC's standards will also help teachers, because this framework will make it easier for them to meet licensure requirements of many states and provinces. Generally, the trend has been toward two major licensing categories: special education teachers of students with mild/moderate disabilities and special education teachers of students with severe/profound disabilities.

However, unlike many of the state licensure approaches, which simply change from one disability-referenced categorization to another, CEC's multicategorical framework avoids the controversies regarding the divisions of mild, moderate, severe, and profound. While retaining many of the strengths of the disability-referenced approach, CEC's multicategorical framework uses curriculum to structure the two major components. It is also more in keeping with the focus on curriculum delineated in IDEA 97 (PL 105-17).

"The Subcommittee on Knowledge and Skills has struggled to find a way to develop a workable cross categorical framework for some time," said Rachelle Bruno, professor at Northern Kentucky University and past chair of the Knowledge and Skills Subcommittee. "The curriculum focus presented in IDEA 97 provided a viable approach without compromising the validity of a categorical framework."

Additionally, the framework provides universities who have multicategorical programs and are preparing folios for CEC/NCATE accreditation a new, much less burdensome option for completing the folio.

State/Provincial Licensure

CEC believes the multicategorical framework for its standards will encourage more consensus in state and provincial licensure frameworks, as well as provide direction to those states and provinces considering multicategorical frameworks for special education teacher licensure. The new framework should make it easier for CEC to promote the widespread adoption of its standards by states and provinces, thus allowing special educators to easily obtain licensure when they move to another area.

Of course, CEC appreciates that states and provinces frequently have unique requirements influenced by local needs or legislated requirements. Recognizing this reality, CEC has provided an index of the items in each area of specialization so they can be easily customized to coincide with individual state and provincial requirements.

"As teacher educators in a state that attempts to meet the needs of individuals with special needs without assigning labels, we have found it very difficult to present our program's curriculum within a disability based framework," said Elaine Francis, professor at Fitchburg State College. "CEC's new alternative provides us with a framework within which we can work to meet our state guidelines while continuing to promote a philosophy we embrace."

Universities Preparing for CEC/NCATE Accreditation

The multicategorical framework also gives colleges and universities preparing for accreditation an option that is less burdensome, yet still gives them the opportunity to demonstrate that they meet CEC/NCATE standards. In the past, universities that had multicategorical programs completed the Common Core Matrix as well as the category-specific Specialty Area matrices that most closely matched their program. This often required the university to complete up to four or five extra matrices for each program. By using the new multicategorical framework, universities would still complete the Common Core but then would be required to complete one other matrix to fully document their program.

Development of Standards

The Knowledge and Skills Subcommittee (of the Professional Standards and Practice Standing Committee) developed the multicategorical framework. In this process, they took great care to guard the body of CEC validated knowledge and skills in each of the specialization areas. Essentially, each knowledge and skill was reviewed by the subcommittee to determine where, not whether, it should be included in the multicategorical framework. Many items fit and were entered in both the individualized general curriculum matrix and the individualized independent living curriculum matrix. Wherever appropriate, to reduce duplication and to increase ease of reading, the subcommittee collapsed items together. However, each knowledge or skill statement is clearly referenced back to the original items. This will allow the user to track the inclusion of each item in a specific training program.

For a copy of the multicategorical framework and/or more information, contact the CEC Professional Standards and Practice Unit staff at 888/CEC-SPED, or cecprof@cec.sped.org. ■

PRSE Price Increase Effective August 1

At the recent CEC Annual Convention, the decision was made to extend the PRSE renewal cycle from every three years to every five years. Since most states renew licensure every five years, it is hoped that PRSE applicants can maintain the same cycle for PRSE renewal as they do for renewing their state license. In light of this change, the cost for the PRSE has also been increased to $50 for CEC members and $85 for nonmembers.

Both the price increase and the change in the renewal time frame will go into effect August 1. That is, all applications received on or after August 1 will be required to pay the higher price but will be valid for five years.

For more information, contact Professional Standards: cecprof@cec.sped.org; 703/264-9466; or see CEC's Web site: www.cec.sped.org.

CEC/NCATE Folio Writer Training

CEC will hold a one-day workshop for college and university personnel who are preparing folios to respond to CEC's curriculum guidelines. At the workshop we will

- Clarify the intent of each standard.
- Demonstrate frameworks for preparing folios.
- Demonstrate how to complete the matrices.
- Demonstrate how to present supporting evidence.
- Explain how reviewers analyze the folio.
- Provide individualized assistance to resolve problems you may have.

The workshop will be held August 29, 1998, at CEC Headquarters in Reston, VA. Registration for the workshop is $250.00 for CEC members and $400.00 for nonmembers. For more information, contact the CEC Professional Standards and Practice Unit, 888/CEC-SPED, cecprof@cec.sped.org, or use the registration form at our Web site, www.cec.sped.org/ps-menu.htm.

Schools Awarded for Professional Development Activities, Achievement of Students with Disabilities

At the 1998 National Awards for Model Professional Development this spring, eight schools and/or districts were recognized for professional development programs that resulted in exceptional achievement by students. Three of those schools specifically cited advancements in the progress of students with disabilities: Hungerford School in Staten Island, NY; Ganado Intermediate School in Ganado, AZ; and Geneva City Schools, Geneva, NY.

A strategy used by these award-winning schools that has led to significant gains in student achievement is using teacher input and student assessment results to determine professional development direction and activities. In addition, the schools provide teachers with class or release time for professional development, mentoring opportunities, and site visits. Many of the schools also host teachers and staff from other schools or universities for on-site training.

Areas the teachers targeted for professional development included effective strategies for using technology to teach students with special needs, learning styles, and improved instruction and assessment for English as a second language learners.

The results these schools achieved are substantial. At Hungerford, which serves students who are medically fragile and severely mentally retarded, the number of students participating in general education increased by 18 percent, and those placed at community-based work sites increased by 30 percent. Ganado Intermediate School has seen significant gains in student achievement on standardized tests while maintaining a commitment to include students with special needs in their test results. And the Geneva City Schools have reversed three years of declining scores on the state reading exam. In 1997, 99 percent of third graders, including students with disabilities, passed.

Congratulations to all the schools who received the National Model Professional Development Award. As Secretary of Education Richard Riley said at the awards ceremony,

"We can never have high standards of learning unless we have high standards of teaching. Teachers must have ongoing opportunities to study together, to plan and coach each other."

Just look at what educators can achieve when they have those opportunities! ■

School-to-Work Transition

Life Centered Career Education
Regional Training

You don t want to miss CEC s popular LCCE training the #1 program to help students transition from school to work, independent living, and/or post secondary education.

Where: CEC Headquarters, Reston, VA
When: Sept. 24-25
Tuition: Members $235
Nonmembers $285

Register Today! Call 888/CEC-SPED or see the CEC Web site: www.cec.sped.org.

Satellite Broadcast Presents Discipline Strategies, IDEA Discipline Policy

CEC's third satellite broadcast, "IDEA Reauthorization: Discipline and Positive Learning Environments," takes viewers from prevention of discipline problems to handling suspensions and alternate placements of students with disabilities. Following are highlights of the video.

Functional Assessments

Creating a positive learning environment consists of steps educators are probably already doing on an informal basis. By adding the tips CEC's panelists presented in the video, educators will be more effective *and* meet the intent of the new law.

For example, special educators already perform many of the tasks involved in a functional assessment, which include direct observation of student behavior and indirect assessment—learning the student's history from other teachers, parents, and community workers and reviewing the student's records, observed Eleanor Guetzloe, educational consultant from Clearwater, FL. From those observations, special educators can then describe the problem behavior, identify physical and/or environmental factors that contribute to the behavior, and identify the purpose of the behavior. From that information, the educator can form interventions to help students change their behavior.

Effective Behavior Management

Every teacher can implement a behavior management plan, according to Sylvia Rockwell, special education teacher from Palm Harbor, FL. Rockwell suggested that when teachers set class rules, they should consider their students' needs and list only a *few* rules—as many as the teacher can remember! She also recommended stating rules positively and making sure the rules are observable and measurable so teachers can chart and track student behavior.

Behavior management plans should include rewards as well as punishment, Rockwell said, and there should be more contingencies for rewards than consequences. Rockwell further recommended that rewards be individualized, which is easily done by providing a menu of options students can choose from. Also, rewards should be administered as soon as possible, be hierarchical, and be used with social reinforcers (such as a thumbs-up) so students can be weaned from tangible rewards.

When setting consequences, teachers should first define the consequences to avoid power struggles later on, and teachers should make sure any consequences maintain the students' dignity, Rockwell continued.

Finally, Rockwell asked teachers to remember that when students have difficulty learning a new behavior, teachers should search for new options. Students need the same continuum of options and understanding when they are learning social behaviors as they do when learning new concepts.

Suspension

Under IDEA 1997, schools must look carefully at suspensions and determine policies to conform with the law. For example, IDEA stipulates that if parents have expressed concern in writing about their child's possible eligibility for special education, the parent has requested an evaluation, or a teacher or other person has expressed concern to school personnel, the student is protected by IDEA. To meet these stipulations, principals must determine what kind of documentation and communication with staff will entitle a child to IDEA protection.

Also, if a child commits a dangerous or drug-related offense, the IEP team must determine if the offense was a manifestation of the student's disability. If it is, the school can place the student in an alternative setting while the IEP team reviews the student's placement and behavior management plan. If the student's conduct was not a manifestation a disability, the school can discipline the student as it would a nondisabled student. Because of the 10-day limit on suspensions, the student's parents should be notified of a possible suspension and a conference held within 24 hours.

In addition, no student with a disability can be expelled. Educational services must be provided to the student, though they may occur in an alternative setting.

To get the complete story on IDEA 1997's discipline policy and creating behavior management plans, see a tape of CEC's satellite broadcast, *IDEA Reauthorization: Discipline and Creating Positive Learning Environments*. #M5278, Mbr. Price: $109 To order, call 888/CEC-SPED.

TAKE IT FOR *granted*

School Violence Prevention—The Centers for Disease Control and Prevention is inviting applicants for Demonstration of a School-Based Violence Prevention Program. Deadline: August 11, 1998. Eligibility: Public and private elementary, middle, and high schools and school districts; colleges and universities; public and private nonprofits; and government agencies. Contact: 888/GRANTS4, Announcement # 98071.

Violence Prevention for High-Risk Youths: Evaluation—The Centers for Disease Control and Prevention is inviting applications to implement and evaluate interventions to prevent violence-related injuries among high-risk youths ages 13-21. Deadline: August 13, 1998. Eligibility: State education agencies, public and private organizations, and government agencies. Contact: 888/GRANTS4, Announcement # 98070.

American Spirit Foundation English Language Solution Initiative—The American Spirit Foundation gives grants to make the Language Solution, a non-translation based CD-ROM English language program, available to schools, libraries, and community centers. Deadline: None. Eligibility: Any school, library, or community group involved in ESL training. Contact: Peter Paul, 818/461-1755.

Meet CEC's 1998 Outstanding Educators

CEC is proud to introduce you to our 1998 award recipients. Please join us in congratulating these exceptional CEC members.

Corrine Kass
1998 Wallin Award

Corrine E. Kass's groundbreaking research on learning disabilities and human development set a new paradigm for special education, her teaching strategies enabled thousands of children to learn to read, and her inspiration and guidance resulted in hundreds who have become leaders in the field.

Kass's research led to the development of a powerful framework for describing and understanding learning disabilities. Her model, detailed in her book, *A Human Development View of Learning Disabilities: From Theory to Practice*, has guided two decades of research in learning disabilities and served as the foundation of one of the most productive doctoral training programs in the United States.

But research is only part of Kass's contributions to special education. Her many graduate students remember her as a "master teacher"—one who was known for the vision she created for her students, as well as her ability to model best practices through demonstration teaching with "live" students with disabilities.

In addition, Kass has published numerous articles on the education of children with disabilities and is a recognized speaker on special education.

Kass has received many prestigious awards for her work, including the John F. Fogarty Award for Distinguished Government Service, the International Leadership Award from the International Federation of Learning Disabilities, and has appeared in the *Who's Who Biographical Record—Child Development Professionals*.

Kass retired in 1992 from Calvin College in Grand Rapids, Mich., where she was director of Graduate Studies and professor of education.

Terri Chasteen
1998 Clarissa Hug Teacher of the Year Award

Terri Chasteen, recipient of CEC's 1998 Clarissa Hug Teacher of the Year Award, demonstrates the initiative, innovation, leadership, and caring that make an outstanding teacher of students with exceptionalities. Her enthusiasm and creativity have inspired teachers across the state of Missouri, as well as her students, to take risks, try new ideas, and meet their potential.

In her 18 years of service to students with disabilities, Chasteen has served as a teacher, vocational adjustment coordinator, and transition coordinator. Chasteen has initiated an innovative functional curriculum with numerous community-based work sites that provide her students with the practical skills they need to succeed in the workplace.

Through Chasteen's most acclaimed project, The Copy Shop, students perform all the copying needs for the school district and local businesses. Students do everything from billing to printing, learning good job skills along the way. The Copy Shop also helps bridge the gap between students with and without disabilities by placing them side-by-side in a cooperative work environment.

In addition to her work with children, Chasteen has presented at numerous conferences, received several teacher recognition awards, and co-authored a Life Skills Curriculum Guide, She has also helped develop assessment and instructional materials for the Life Centered Career Education (LCCE) project and trained staff to use LCCE methods and materials.

Chasteen currently serves as transition and work experience coordinator at Nixa High School in Nixa, Missouri, where she works directly with students and serves as a consultant to district personnel on vocationally-oriented student concerns. Chasteen earned her B.S. in Special Education and has continued to pursue graduate studies at Southwest Missouri State University.

Donald Lee MacMillan
1998 CEC Research Award

The seminal works of Donald MacMillan have emphasized the importance of empirical studies over ideological pursuits and shaped special education policy in the United States.

In his 30-year special education career, MacMillan has significantly and widely influenced the field by studying a broad range of topics using diverse research methodologies. A sampling of his research includes school attitudes and behavior, the effects of the EMR label on self-concept and behavior, the effects of mainstreaming on program planning, behavior modification and punishment, cognitive strategies used by students in classrooms, assessment models for at-risk students, and social status adjustment of students with mild disabilities. In addition, his work with school communities has positively influenced their special education policy and practice.

MacMillan has published more than 20 books, among those the widely used *Mental Retardation in School and Society*, more than 100 articles, and prepared more than 120 papers for lectures or workshops. His numerous awards from various organizations confirm his contributions are valued by the field and acknowledge him as a versatile, prolific, and respected scholar.

Currently, MacMillan holds the position of Distinguished Professorship of Education at the University of California at Riverside where he has devoted his time for the past 14 years. He received his bachelors degree from Western Reserve University in Cleveland, Ohio and his masters and doctor-

ate at the University of California, Los Angeles.

MacMillan's colleagues describe him as "a shining beacon of outstanding productivity and quality in our field" who must be recognized for his "competence, knowledge, and accomplishments... and for knowing how to collaborate successfully—'to make music'—with others."

Parthenia Cogdell
1998 Outstanding Contributor Award

Through Parthenia Cogdell's endless energy and commitment, she has influenced numerous CEC members, guiding them as they developed their own leadership skills, as well as initiated and developed CEC programs that are still in place today. As a member of the board of directors and president of the Foundation for Exceptional Children (FEC), Cogdell helped create and implement FEC's school to work program and was a vital and guiding force in the success of the "Yes I Can!" program.

Cogdell has also held numerous CEC leadership positions at the local, state, and national levels. She has served as CEC president, governor-at-large, member of the Board of Governors, and chair of local committees. In addition, Cogdell has served on CEC standing committees, task forces, and advisory committees, helping guide and set CEC policies.

Cogdell received her BS in elementary education from Fayetteville State University in Fayetteville, NC, and her MA in special education from Trenton State College in Trenton, NJ. She began her career as a special education teacher and rapidly advanced in the field. Since 1992, Cogdell has served as the Director of Personnel Services of the Camden, NJ, Public Schools.

Cogdell has received numerous awards, including Who's Who in American Education; Who's Who in Black America; Woman of the Year; New Jersey Federation Daniel Ringleheim Outstanding Educator Award; and National Education Policy Fellow.

Throughout her 31-year career, Cogdell has embodied the spirit of CEC in her work for the organization and on behalf of children with exceptionalities.

CEC honor roll

Marilyn Graham, professor at Radford University and member of CEC Chapter #1043, received a Fulbright award to teach at the Barczi Gusztaz College of Special Education in Budapest, Hungary.

Odessa D. Johnson, special education teacher at the Polk Life and Learning Center, Bartow, FL, and member of CEC's Florida Federation, was selected as one of the 1998 Reader's Digest American Heroes in Education. Johnson was one of 10 outstanding educators to be honored with this award.

Karen Sheppa, special education teacher from Lamont Elementary School in New Carrollton, MD, and member of CEC Chapter #263, was featured in a story for the *Prince George's County Journal*. Her students made the decorations for the Maryland Christmas tree on the Ellipse near the White House this year.

Sharon Vaughn, professor at the University of Texas at Austin and member of CEC Chapter #101, was asked to appear on LD Online's "Ask the Expert" feature in conjunction with her article, "The ABCDEs of Co-Teaching." The article, which was also authored by Jeanne Shay Schumm and Marie Arguelles, appeared in the Nov/Dec 1997 issue of *TEC*.

Bruce Ramirez, CEC's deputy executive director, received the Alumni Fellows Award from the Pennsylvania State University Alumni Association. Ramirez was cited for his work at CEC, as well as his contributions to the American Indian education community.

Visit CEC's "Lesson Swap & Share" for New Ideas

Need ideas for Lesson Plans? Have a good one to share? Check out CEC's new discussion board, "Lesson Swap & Share" at www.cec.sped.org under the "Discussion Forum" marker. You'll find lessons and ideas for every age group and in various subjects.

EXTRA credit

Pen Pal Opportunity—World Pen Pals is seeking students to be pen pals with fellow students overseas. Students grade 4 through college are eligible. All correspondence is in English. For information, contact: World Pen Pals, P.O. Box 337, Saugerties, NY 12477.

Homework Help—The Department of Education has released a teachers' guide on helping students with homework. For a copy, call 800/USA-LEARN or see the department's Web site at www.ed.gov/free.

Humanities Online—EDSITEment, from the National Endowment for the Humanities, the Council of the Great City Schools, and MCI Communications Corp., links students, parents, and teachers to humanities topics, including English, history, foreign languages, art history, and resources. Address: http://edsitement.neh.fed.us.

Call for Papers—*The Electronic Journal of Inclusive Education* is seeking research, reviews, scholarly writings, poetry, and exemplary university preservice work dealing with issues on inclusive education. Address: www.ed.wright.edu/cehs/prenick/ejie/index.htm

Free Web-Based Training for Teachers—Global Connections Online, an extension of National Semiconductor Corp., offers 30-minute training modules on navigating the Web, Internet basics, developing Internet-rich lesson plans, and designing and building a Web page. For more information, contact LuAnn Jenkins, e-mail, luann.jenkins@nsc.com; Web, www.national.com/training.

CEC Must Change to Meet Today's Challenges

BY GERALD REYNAUD

There is a tradition saying, "The greater the turbulence, the greater the opportunity." For those in special education today, we probably can't remember when there wasn't turbulence and haven't always regarded it fondly as "opportunity."

Recent research and literature remind us that the 90's have been a period of massive institutional restructuring that has resulted in astonishing ramifications for associations such as CEC. Feeling and seeing the turbulence has been frightening and unsettling for all institutions and has stimulated CEC's leadership to ask how we can position ourselves for the new millennium and how we will survive in what is referred to as a radically new environment.

Historically, CEC has provided strong and outstanding leadership that exceeds most association standards. As CEC members, we have enjoyed and taken pride in the scholarly work of our staff, standing committees, and individual members who have volunteered their time, energy, and talent to form critical position statements and policies that have impacted special education throughout the world and been a positive influence in the lives of children with exceptionalities.

If CEC has a weakness, it would be its inability to respond quickly to emerging needs. We don't always remember how long it has taken us to form our positions. You either didn't know, or you may have forgotten, the barriers that have on numerous occasions prohibited CEC from being the proactive, knowledgeable, and influential voice it should have been for exceptional children and our members.

The Barriers

If you are wondering what barriers I refer to, let me cite two examples. First, consider the realities of an 88 member Board of Directors (Governors) and a 450 member Delegate Assembly that meet once a year having the ability to respond in a timely manner to your needs and that of our other constituencies. Such a governance structure is so massive that it renders itself inefficient and inadequate. It is no surprise that it's a real challenge to move policy, positions, resolutions, and other important agenda forward in a timely manner when our constitution requires formal governance approval.

Secondly, CEC's membership categories and multiple unit structure create barriers to understanding and communication that are critical if we are survive in the radically new environment.

The Need for Change

These examples illustrate the importance of one of the fundamental competencies associated with a knowledge-based organization—responsiveness, flexibility, and fluidity. Such competencies are achieved by reducing time between identifying a need or opportunity and taking real action that creates benefit.

If we are to ensure CEC's growth into the 21st century, we must also recognize another concern. CEC has been, and still is, a traditional association. Our business-as-usual, traditional modes of operation will not keep up with a rapidly changing environment, issues, and trends. Survival depends on our ability to reinvent what we do and how we do it in order to maintain relevance within this radically new environment.

Recent research establishes that to be effective in the 21st century we will need to be different from what we are today. We must challenge new sources of competition, harness technology, anticipate the future, transform data into knowledge, and most importantly, adopt a knowledge-based operational philosophy. Such a philosophy encourages a consultative partnership between staff and members. Decisions must be based on purpose, policy, and strategies rather than politics, power plays, personalities, and perceptions. In a knowledge-based culture, who makes the decision is not nearly as important as the quality of the information on which decisions are made. Such things as member needs and preferences, the association's capacity and strategic position, the current realities, and the ethical implications of decision-making are the most important considerations.

Reshaping CEC's Governance

Given these facts, CEC's Board of Governors is to be congratulated on its recent action to employ an outside consultant to help us examine our governance process and identify ways to streamline our policy and action agendas, become more fiscally responsible, and make other needed changes. By implementing the recommendations, CEC will be positioned to respond to our member needs, the needs of the field, and the needs of the students we serve.

In closing, I am reminded of a quote from Eleanor Roosevelt, "You have to accept whatever comes, and the only important thing is that you meet it with courage and with the best you have to give."

We are so fortunate in CEC to have strong leadership in our Chief Executive Officer, our staff, and our Board of Governors. These are committed people ready for the opportunity to position CEC to thrive in the radical new environment. □

Gerald Reynaud, executive director of student services in Olathe District Schools, KS, is CEC's 1998-99 president.

Big Savings on Membership Renewals!

Time to renew your CEC membership? How about a really deep discount...how about FREE membership? Recruit new members in CEC's 1998 Member-Get-A-Member campaign to earn points redeemable for rewards including a *free* CEC publication, *free* one-year CEC membership, *free* 1999 CEC Convention registration, and many others! Call CEC (toll-free) 888/CEC-SPED to request the campaign kit for recruiting new members. All members can call this toll-free number to save time and postage in renewing their CEC membership using VISA, MasterCard, or Discover Card.

Distance Learning, *from page 5*

Online Classes

Though a few Online classes are in real-time, most are currently asynchronous because technology is lagging behind a little in this area. Of course, asynchronous classes give students the advantage of being able to access a class at any time. In the best of both worlds, classes are given in real time, giving students the opportunity to phone in questions, then saved on the Web. That way, students can tune into the class later if they miss it or want to review the material covered.

Classes on the Web truly do put everything at the students' fingertips. For example, online courses at the University of Louisville provide not only the syllabus but a detailed outline of each class presentation, selected journal articles for research, examples of previous class projects, Web links, and library services (which include a world-wide database).

Furthermore, students needn't think today's online classes will be a jazzed up version of a correspondence course. Online courses include multimedia presentations, interviews with leaders in the field, videos of classroom situations, and open discussions with the professor. Students are involved in group projects, as well as interact through e-mail, listserves, chat rooms, and faxes.

And, as in video learning, students and instructors say they engage in more interaction than in a traditional classroom where only a few students ask questions. In fact, if you don't want to be engaged in a class, you shouldn't take one through distance education, says Jerry Chaffin, professor at the University of Kansas.

Distance Learning in Special Education

While distance education has not been used extensively in special education, special educators have identified several situations in which it will be of benefit. For instance, distance education could be used to support special and general education teachers. A physical therapist or other related service provider could look in on a classroom and offer the teacher suggestions. Or, as in Western Heights School District, a school that had a medically fragile child could hook up to a children's hospital so that medical staff could be in contact with a teacher immediately. Distance education can also be used to enable support personnel or parents to attend IEP conferences from remote sites, as well as to help educate parents about special education and its procedures. In addition, distance learning can be used to enable a home-bound student with a medical disability to participate and keep up with classes via videoconferencing.

Though some educators are concerned that students with cognitive disabilities would have difficulty attending to information presented via distance learning, most say distance education would help these students. Because distance education presents information in various modalities —visual, auditory, and tactile—students with disabilities may be better able to master it.

Furthermore, distance education allows students with disabilities to review material as often and when they want to, to have access to an entire lecture without relying on incomplete notes, to get the very same information repeatedly, or to freeze a lecture or study a visual until they understand it.

"Through distance education, courses can be designed for students with visual or other impairments," said Ed Meyen, professor at the University of Kansas. "If a student has a learning disability, he or she can review activities at a more specific level and spend as much time as they wish. The student gains a tremendous amount of flexibility."

Though we're on the threshold of distance education for students with disabilities, already this form of teaching has shown results in some surprising ways. For example, a student with autism had a difficult time after he was passed to the next grade and no longer had contact with his former teacher, with whom he had bonded. However, through video, his former teacher was able to speak with him a few minutes and calm him down. Both his new teacher and the student thrived under this arrangement, said Kitchens.

Wanted! Information on CEC Diversity Activities

CEC wants to share the many innovative and effective practices CEC units and members are doing with the rest of our members. Please send any information regarding activities that

- Recruit members from diverse ethnic groups.
- Help *all* members feel welcome at CEC.
- Improve the educational opportunities of diverse students.
- Provide productive and harmonious learning environments for all students.

Send information on these or other activities concerning diversity to Kayte Fearn, 703/264/9450; e-mail, kaytef@cec.sped.org; FAX, 703/620-4334.

Bilingual, *from page 7*

than three years outperform their monolingually-educated peers and begin to reduce the gap between their performance and that of native-English students. Also, bilingual education programs show potential for high academic achievement by equalizing social status relations between majority and minority language students.

Classified Ads

Mark your calendar for August 10-14, 1998, when the Institute on Emotional Disabilities presents the Sixth Annual Summer Institute at Keene State College. "Alternatives to Suspension and Expulsion" will take place Monday, August 10 through Friday, August 14, 1998. The Keynote Address will be presented by Russ Skiba, author of *The Case Against Punishment.* Early registration deadline is July 13, 1998, and registration deadline is August 3, 1998. Please contact the Institute on Emotional Disabilities, Keene State College, 229 Main Street, Keene, NH 03435-2903, 603/358-2848, fax: 603/358-2467, e-mail: mfuller@keene.edu.

Horizons Unlimited is seeking special education teachers K-12 for public schools in the USA. A free placement service. Contact us for your registration packet. Phone 800/550-6161. E-mail: steve@horizons-unlimited.com. Internet: www.horizons-unlimited.com.

CALENDAR OF CEC events

july

July 17-18, 1998
CEC Leadership Institute for Federation/Division/Association Officers. Washington, DC, ANA Hotel, 202/429-2400. Contact for registration: CEC, 888/232-7733.

July 19-20, 1998
CEC CAN Representatives Meeting. Washington, DC, ANA Hotel, 202/429-2400. Contact for registration: CEC, 888/232-7733.

october

October 14-17, 1998
CEDS 1998 Topical Conference, "Assessment for Intervention." Alexis Park Resort, Las Vegas, NV. Contact: Sandra Latchford, 506/453-3515, FAX 506/453-4765, e-mail: sandral@unb.ca.

October 10, 1998
Maryland CEC Federation Conference, "IDEA—New Regs Implemented." The Brass Duck, Laurel, MD. Contact: Val Sharpe, 410/480-9667, e-mail: vmkko@aol.com.

October 15-16, 1998
DCDT Midwest Conference, "Transition: Piecing It All Together!" Sponsored by Kansas DCDT Subdivision. Holiday Inn-Crowne Plaza, Kansas City, KS. Contact: 785/286-8300; Beverly Silvers, 913/583-8365; Randi Swenson, 913/681-4174.

October 15-17, 1998
Florida CEC Federation Conference. Adam's Mark Hotel at the Florida Mall, Orlando, FL. Contact: Wynne Tye, 14520 Middlefield Lane, Odessa, FL 33556.

October 16, 1998
MNCCBD/MEED State Conference. "A Multi-Dimensional Look at EBD: Assessment, Identification, and Intervention." Sponsored by the Minnesota CCBD. University of St. Thomas Campus in St. Paul, Minnesota. Contact: Lori Furrer, 715/684-2404.

October 28-30, 1998
Kansas CEC Federation Conference, "Collaboration." Manhattan Holidome, Manhattan, KS. Contact: Sue Anne Kline, 913/642-5704, e-mail: sakline101@aol.com

October 29-30,1998
Wisconsin CEC Federation Conference, "Probing the Future." Pioneer Inn, Oshkosh, WI. Contact: Rod Anderson, 30155 South Bethesda Circle, Waukesha, WI 53188.

november

November 5&6, 1998
CEC/DDEL Symposium, "Beyond the Rhetoric: Celebrating Successes and Confronting Challenges." Hyatt Regency on Capitol Hill, Washington, DC. Contact: CEC, 1920 Association Drive, Reston, VA 20191-1589, 888/232-7733.

November 5-6, 1998
Arkansas CEC Federation Conference, "New Horizons." Hot Springs Convention Center, Hot Springs, AR. Contact: Kathy Balkman, 501/223-3538, balkmak@holly.hsu.edu; or Barbara Gartin, 501/575-7409, bgartin@comp.uark.edu.

November 11-14, 1998
21st Annual TED Conference, "Bridging to the 21st Century: Implications for Personnel Preparation and Service Delivery." Harvey Hotel, Dallas (Irving), TX. Contact: Kathlene Shank, 217/581-5315, e-mail: cfkss@eiu.edu.

November 12-14, 1998
Ohio CEC Federation Conference, "Pathways to the Next Millennium!!" Mariott North Hotel, Columbus, OH. Contact: Sharon Geier, 1998 OFCEC Convention, Program Chair, 1234 Napa Ridge, Centerville, OH 45458.

November 12-14, 1998
CASE Annual Conference. Kingston Plantation, Myrtle Beach, SC. Contact: Jo Thomason, 505/243-7622, e-mail: case-cec@aol.com.

November 13, 1998
Massachusetts CEC Conference, "Learning and Students with Behavior Disorders." Newton Marriott Hotel. Contact: Stephen Gannon, 978/462-4635

THE COUNCIL FOR EXCEPTIONAL CHILDREN
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Vol. 5 No. 2
August/September 1998

Alternative Schools—Hope or Heartache?

The child is out of control. He no longer listens to his parents or teachers. He may engage in drug or alcohol abuse. He may be violent. Or maybe not. Maybe the child just can't make it in a regular school. Or he is just exhibiting normal adolescent rebelliousness, but his parents decide his behavior is unacceptable. A student who falls into any of the above situations could be a candidate for an alternative school.

With the rising expulsion rate; more children and youth in treatment centers; more frequent school violence; and parents who are desperate to save children who are lost to the world of drugs, gangs, or violence, alternative schools—public or private—are a booming enterprise.

And with new mandates in the Individuals with Disabilities Education Act (IDEA) 1997, which say schools must provide alternative educational placements for dangerous students with disabilities, the alternative school option is likely to continue its phenomonal growth.

Though many larger school districts offer alternative schools affiliated with the public school system, some states are turning to privately run alternative schools to serve their students who are expelled from or just don't fit into the public school system.

While the call for alternative schools has grown dramatically in the past few years, regulations governing them haven't. Alternative schools run the gamut from well-run, credentialed institutions of learning to holding tanks for students that offer little in the way of academic or counseling services to poorly structured survival or boot camps that could actually damage students.

Continues on page 5

Beyond the Rhetoric

Sign Up Now for the 1998 Multicultural Symposium!

Don't miss CEC's most exciting Multicultural Symposium yet! In this symposium, *Beyond the Rhetoric: Celebrating Successes and Confronting Challenges,* you'll address some of the most pressing issues in teaching students with exceptionalities from diverse backgrounds!

When: November 5-6

Where: Washington, DC

For more information, see page 7.

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OSEP Conference Sheds New Light on State of Education, Special Education Practice

The researchers who gathered at the 1998 Office of Special Education Research Project Directors' Conference held this summer in Washington, DC, provided the field with new ways of seeing things, new ways of doing things, and new ways to ensure success for special educators and the children they serve—and the result was a new sense of promise, commitment, and purpose for the future of special education.

The approximately 150 researchers attending the conference offered workable solutions to some of the most compelling challenges facing special educators today, such as how to ensure students with disabilities can access the general education curriculum, how teachers can collaborate effectively in inclusive settings, and how high school graduation exams will affect students with special needs. Other issues the researchers tackled included the future of special education under the Individuals with Disabilities Education Act (IDEA) 1997, special education funding formulas that work for states and districts, and methods to ensure diverse and/or other students with special needs receive the support they require to succeed in the general education curriculum.

Continues on page 9

CEC Awards Nominations Due

The CEC Special Educator Awards Nominations are due November 2, 1998!

J.E. Wallace Wallin Special Education Lifetime Achievement Award

Clarissa Hug Teacher of the Year Award

CEC Outstanding Leadership Award

CEC Special Education Research Award

CEC Yes, I Care! Business Award

CEC Outstanding Public Service Award

For information or applications for these or other awards, contact CEC at 888/CEC-SPED, see the CEC Web site at www.cec. sped.org, or e-mail, cec@cec.sped.org.

Congratulations to CEC

We are pleased to announce that CEC has been awarded two major grants to establish national level partnerships among organizations to effectively implement IDEA '97. The two grants, awarded by the U.S. Department of Education, are titled *Linking Policy and Practices Audiences with the 1997 Amendments of IDEA: IDEA Local Implementation by Local Administrators* and *Linking Policy and Practices Audiences with the 1997 Amendments of IDEA: Associations of Service Providers Implementing IDEA Reforms in Education.* The grants will be in effect through the year 2003.

Welcome to CEC's New Phone System

CEC Headquarters has automated its new phone system. When you call CEC (703/620-3660), you will hear a menu of options, including a staff directory, so that you can contact the staff member you need.

If you don't know the staff member you should talk to, just dial 1 and a member of our Constituent Services Center will direct you to the correct party.

CEC Approves Standards for Paraeducators

CEC's Professional Standards and Practice Standing Committee approved recently the first set of national standards for the preparation of paraeducators of students with exceptionalities. The standards include the knowledge and skills paraeducators need to deliver instruction to students with exceptionalities, as well as the skills they need to work effectively with an instructional team. In addition, the committee approved standards for the preparation of special educators to supervise and support paraeducators. These standards have been incorporated into the Common Core Standards for All Special Educators and reflect the central role that paraeducators play on the instructional team.

As educators rely more frequently on paraeducators to help fulfill their professional responsibilities, standards to ensure these individuals are qualified to meet their role are crucial. In the past few years, paraeducators have been a growing part of instructional teams. In fact, the number of paraeducators working in public schools has doubled in just the past decade. Paraprofessionals often deliver vital services to students with exceptional needs and/or give important feedback to the special education teacher concerning the students' progress, as well as provide other support services to school staff. Additionally, IDEA 97 now requires that paraeducators be appropriately trained and supervised to assist in the provision of special education and related services to children with disabilities.

With the growth in the use of paraeducators, educators have realized their potential as strong members of the educational team. From personal management tasks to administering accommodated tests, paraeducators extend the eyes and hands of special education professionals. As an essential member of the instructional team, paraeducators need to have the knowledge and skills for the responsibilities they are given.

Like the standards for professional special educators, the paraeducator standards address multiple aspects of education and instruction and provide guidelines for the skills paraeducators should have mastered in each domain, including

- Foundations of special education.
- Characteristics of learners.
- Assessment and evaluation.
- Instruction content and practice.
- Planning and management.
- Student behavior and social interaction.
- Communication and collaboration.
- Professionalism and ethical practice.

The new standards for professional educators include skills in determining the appropriate roles and responsibilities of paraeducators in relation to instruction, intervention, and direct services, as well as supervising and evaluating paraeducators.

Development of the Standards

CEC's Knowledge and Skills Subcommittee worked closely with the National Resource Center for Paraprofessionals in Education and Related Services (NRCPERS) to develop the standards. The standards were validated by paraeducators themselves along with special educators from CEC. The validation survey included samples drawn from paraeducator members of CEC, the National Education Association, and the American Federation of Teachers.

Meanwhile, CEC continues working closely with the NRCPERS task force to identify standards for *all* instructional paraeducators. □

The new paraeducator standards are available in the third edition of *What Every Special Educator Must Know: The International Standards for the Preparation and Certification of Special Education Teachers, Second Edition.* To order, call 888/CEC-SPED. #R5128R $10 for members, $14.30 for nonmembers.

BEST COPY AVAILABLE

Professional Insurance—No Educator Should Be Without It!

Hardly a day goes by without some new story about a multimillion dollar judgment awarded in a case involving professional liability. Until recently, the defendant was likely to be a physician or lawyer with a seemingly unlimited bank account. Today, unfortunately, a growing number of suits are filed against educators. How can you protect yourself from such a law suit?

Know the Risks

Your first task is to understand the risks of being a full- or part-time teacher. Your activities are continually scrutinized by others—any of whom may take exception to the way you perform your job or the outcome of your activities. Suits may allege a variety of offenses: improper teaching methods, failure to educate, failure to promote or grant credit, violations of civil rights, and of course, negligence for accidents that may occur. Even if a suit is without merit, it is very expensive to hire attorneys and present a defense. In addition, it can throw your professional and personal life into turmoil—imagine trying to get a loan to purchase a new home or finance a child's education if you have been named in a suit that may take years to be resolved.

Learn About Your School Policy

If you are a full-time teacher, the liability policy your school board has may cover you depending on the alleged offense and the policy provisions. Actions brought by other employees in the same school district, for instance, are handled differently by different policies, and you may or may not be defended. Part-time educators, tutors, or consultants are often not covered by board policies or by the liability plan offered through professional unions.

Investigate Your Options

Fortunately, as a CEC member, you have access to a professional liability plan specifically designed to protect you as a full- or part-time educator. As a full-time employee, you may choose coverage limits from $500,000 to $2,000,000 at competitive rates. Contract employees or private-practice educators have a number of plans available to them, also at competitive rates.

Review the Policy

When determining which policy best suits your needs, look for these features:

- An occurrence policy that covers you for an act occurring while the policy was in force rather than a claims-made policy in which the policy must be in force at the time of the claim (an occurrence policy would cover you if the suit is filed after you retire).
- The policy will pay full face amount regardless of number of claims made and cover legal defense costs in addition to any damages awarded.
- Coverage for civil right's cases at the full policy amount, not a lower figure (plaintiffs' attorneys may lump a variety of acts into this catchall category, and you do not want reduced protection if they do).

For more information on the plan sponsored by CEC, call 800/265-9366 and speak with a representative from the Forrest T. Jones Company.

Presently, CEC members have access to professional liability insurance at costs ranging from $50 to $110 per year. Many members have requested that professional liability insurance be included in their dues. Let us know if you would pay $5 in additional dues for $100,000 professional liability insurance coverage (Canadian members can participate as well!). Please fill out and return the survey above, or complete the survey on CEC's Web site: www.cec.sped.org. □

Insurance Survey

____ Yes, I would pay an additional $5 in CEC dues for $100,000 professional liability insurance coverage.

____ No, I would not pay an additional $5 in CEC dues for professional liability insurance coverage.

Return survey to Grace Zamora Durán, CEC, 1920 Association Dr., Reston, VA 20191-1589; FAX, 703/264-9494.

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Advocacy in Action

CEC President Gerald Reynaud (right) explains CEC's positions on discipline and other special education concerns to Sen. Bond (left).

Carl Smith, (left), administrator and member of CEC Chapter #14, discusses CEC initiatives on gifted education with Sen. Grassley (right).

CEC Members Give Congress a Piece of Our Mind!

As the culminating event of the 1998 CEC Children's Advocacy Network (CAN) meeting, CEC representatives converged on Capitol Hill to meet with congressional members and their staffs to give them CEC's thinking on key special education issues. As nearly 50 CECers raced from meeting to meeting, Republicans and Democrats, senators and congressional representatives learned about the many ways special education has contributed to the success of millions of students across the nation and why they need to support legislation that advances the field.

Our CAN representatives explained why the Individuals with Disabilities Education Act (IDEA) 1997 regulations should be issued before the start of school, that no amendments to the law should be enacted, that the rights of children with special needs must continue to be protected, and that the funds to implement IDEA 1997 must continue to grow. CAN members also described the crucial role professional development plays in the progress of our students and the field. In addition, CEC's CAN representatives tackled the issue of bilingual education, educating congressional members as to why bilingual education is an important program that students should be able to access for more than a one- or two-year limit, if needed.

Preparing the Troops

CEC's CAN members were forearmed with an insider's perspective on Republican, Democratic, and administrative concerns, as well as CEC's positions, before they gave their congressional representatives some tactical tips concerning special education and its needs. During the two-day CAN seminar, CEC members heard from Hill leaders their viewpoints and objectives. In a surprise visit, Tom Hehir, director of the Office of Special Education Programs (OSEP), conducted an extensive question and answer period. He gave CECers information discrediting some commonly held views on special education. One such impression is that IDEA funds are sucked up by litigation. Hehir said that the number of frivolous due process cases is actually very small and that some parents incur tremendous costs to go to due process.

Discussion on funding took a different turn when Susan Frost, senior advisor to the Secretary of Education, took the mike. Frost said that while the administration would not oppose the increased financial support for special education being promoted by Congressional Republicans, it is not a priority among administration leaders. Frost also said that when making the case for increased funding, it will be important to demonstrate why increases are needed now, as well as provide information about how and where the increased appropriations from the last two years have been spent.

Focusing on another area, Lois Taylor, deputy director with the Office of Special Education and Rehabilitative Services, reported that OSEP is changing its focus from process and procedures to issues related to programming and outcomes. OSEP is also encouraging states to use ongoing constituent work groups to perform a continuous self-study of state needs and challenges.

IDEA Regulations Still on Hold

The U.S. Education Department still has not published the regulations required as a critical piece in the implementation of IDEA '97. With the school year commencing and the effective date of July 1 for full implementation now past, CEC continues to urge immediate publication of these regulations.

However, professionals and advocates are advised to implement IDEA '97 even in the absence of the regulations. For an excellent implentation guide, obtain the CEC publication, *IDEA 1997: Let's Make It Work*. To order, call 888/CEC-SPED. #R5235, $15.95 for members.

IDEA Amendments Postponed

The House Labor-HHS-Education appropriations bill has been postponed until after the August recess. The Livingston Amendment, which would allow schools to place children with disabilities who have exhibited dangerous behavior in alternative placements for unlimited amounts of time, is still included in the appropriations bill. To ensure this amendment, which undermines the interim nature of "interim placement," is not passed, contact your member of Congress and say NO to ANY amendments to IDEA 1997.

CEC will continue to work to ensure this legislation is not passed, as well as for expeditious publication of the IDEA regulations. □

Alternative Schools, *from page 1*

Currently, the number of students with disabilities placed in alternative schools remains fairly small—about 15-20 percent of alternative school populations. Most students with disabilities in these settings have learning disabilities, and some are identified as emotionally disturbed. However, staff in these schools say that many of their students have emotional disorders but have not been labeled as ED. Also, some alternative schools report that they have a high number of students with gifts and talents who are having difficulty coping.

As a matter of law, students with disabilities who are placed in public school affiliated settings receive appropriate special education services, but that may not be the case for non-public alternative schools. If the school is not accredited, they may not have a special education teacher on staff, may ignore IEPs, and fail to provide other services the student may need.

"The movement toward alternative schools is something we must keep a close eye on," said Joseph Ballard, CEC's director of public policy. "While much good can be done in these schools that are well-run, students can be hurt both educationally and emotionally in schools that do not have knowledgeable staff about special education and the needs of our students."

Public Alternative Schools

Across the nation, public schools have developed some exemplary models of alternative schools. Though these schools serve both special and general education students, at least one special educator is employed to serve the students with disabilities. In some districts, if a student(s) with a disability is placed in a residential or hospital setting, the school sends the special educator to the site.

Generally, the classes are small, and instruction can range from traditional classroom instruction to a type of independent study course in which the teacher, or special educator if the student has a disability, develops the course of study and the students work through the program on the computer.

In addition to academics, these schools often offer individual and group counseling by a clinical psychologist, drug counseling and treatment if needed, and family therapy. Some also provide job training, employment assistance, and job counseling.

The area in which there is wide disagreement concerns that of structure vs. flexibility. Though some schools maintain that their students need a lot of structure and are very strict concerning rules, regulations, and even dress codes, others give students more flexibility in areas they don't consider of true importance, such as tucked in shirt tails. A few schools may even allow smoking in designated areas for their students.

"We have some parameters the kids must function within, but we must be flexible," said Betsy Bounds, executive director of exceptional education and special programs at Tucson Unified School District. "We don't want them to fail in this setting, so we must be careful how we design the program or we are setting them up for failure."

Flexibility in scheduling may be another component of public alternative schools. For example, in Arizona, students can get academic classes in the evening or on weekends or even through teleteaching or phone, says Bounds.

Another critical goal of public alternative schools is to get the student back to the general education setting. Often this is accomplished by helping the student make the transition in a series of steps—as the student maintains success in the most restrictive environment, he or she is moved to a less restrictive alternative school and then to the home school.

"We're always focusing on getting them back (to their regular school)," said Pat Guthrie, assistant superintendent for student services, Warren County, KY. "They (the students) have to go to Krogers (Grocery Store). There are no alternate Krogers. They must fit into society."

In other districts, students may graduate or receive their GED from a less restrictive alternative school.

"Some kids prefer the alternative schools," said Tom Jeschke, executive director of student services in Des Moines, Iowa. "They find teachers who are interested in them as individuals, they are put on an appropriate academic level, and they have work study. . . . There are certain kinds of kids who just don't work well in large groups."

The success rate in public alternative schools varies. In some, students would be successful if they could continue at the alternative school but have difficulty when they return to their home school. Others, such as the Des Moines alternative school system, have a high success rate—approximately 76 percent of the students in the program return to their school and complete their educational programming.

Non-public Alternative Schools

Despite the availability of alternative schools affiliated with the public school system, the privately-run alternative school business is thriving. Education market analysts say for-profit alternative schools constitute a multi-billion-dollar industry that is expanding at an annual rate of 25 percent. Though many of the schools are run by large, established corporations that include educational and therapeutic facilities that serve hundreds of students across the country, others are small operations with limited programs. In general, the cost of attending these schools, especially those that employ therapists, is hefty. Tuition can run as high as $40,000 - $60,000 a year, which means remortgaging a home for some parents who place their child in a private alternative school.

For parents whose children are on drugs, suicidal, violent, or uncontrollable, these schools represent a last-ditch effort to save their children. As a result, the parents may place them in for-profit schools regardles of public school alternatives. In other cases, students may be placed in a for-profit alternative school by the school district or a court decree. And in some instances, the child may see such a school as the lifeline that can save him or her from drowning in the whirlpool of drugs or gangs and ask to attend one.

Continues on page 13

What Do I Do on the First Day of School?

You've got your degree and even landed your first job as a special education teacher. You've learned all about special education theory, instructional strategies, testing techniques and methods. But, there may be one thing not covered in your classes or practicums—what do you do on the first day—or first week—of school?

Fortunately, we can give you some ideas to get you started on the right foot so that you and your students will know it will be a good year for all.

The Nitty Gritty

First of all, you will have a lot of paperwork and school instructions you must review with your students. Be sure to distribute all appropriate forms. If any need to be signed and returned, stress to your students how important it is that they return them immediately. Also, make sure your students receive and understand any school policies concerning weapons, substance abuse, medication, etc. These steps are crucial; if anything should go wrong later in the year, both you and the school are protected if you have followed procedures.

Getting to Know You...

At the beginning of the year, your students are just as curious about you as you are about them. Take some time to get to know them and for them to know each other. You can share your expectations and hopes for the year, as well as some information about yourself. To help your students get to know each other you could use an interest inventory they can use as a guide, and/or you can have students pair off, get to know a classmate, and introduce him or her. This technique precludes the difficulty of getting students to talk about themselves, especially on the first day.

Making Learning Relevant

To make your instruction relevant to your students, you might want to ask each one to come up with three things he or she would like to learn in your class. Keep notes and refer to them throughout the year. By weaving your students' interests and learning goals into your content, you will show them that you care about their desires and make it easier to keep their interest.

The Do's and Don'ts

One of the things you must do at the beginning of the year is set your classroom rules and expectations. Have your students help create the classroom rules. As Stephanie Baiter, member of CEC Chapter #987 says, "You'll find they [the students] are harder on themselves than you would be, and knowing they created their own rules or goals for the classroom makes them much more responsible over time." Also, limit the number of rules. Sylvia Rockwell, special education teacher and member of CEC Chapter #593, recommends setting no more rules than you can remember—usually about four or five!

Finally, during those first days and weeks, make sure you follow through on any rewards or consequences you set for the class. Your students will be watching to see if you are really serious.

Where To Begin

One of your first tasks at the start of the school year is to find out where your students are academically. You can devise your own pretest or use a commercially developed one. Caution: don't overtest your students. Some can become easily frustrated or bored.

Team Building

The beginning of the year is a great time to begin team building with your students. Instead of spending your precious planning days putting up bulletin boards, wait. Let your students decide what they want on the bulletin boards and develop the materials–art work, letters, etc. As they work in teams, you can learn a great deal about your students, such as how individual students interact with each other, as well as learn something of your students' leadership, artistic, or logic skills. Plus, you can begin helping your students learn methods to work together to solve problems and create solutions.

More Is Better

Be over-ready, and have more material than you need. Some students finish before others and need enrichment activities, and some activities you thought would take 45 minutes will take 15! Have a variety of activities prepared that you can call on!

Remember, you have worked long and hard for your first teaching position, and you know what you are doing. Your theoretical and practical knowledge combined with your caring for each student will get you on your way. Enjoy and good luck!

P.S. What about those beginning-of-school jitters? Don't worry. You're normal. Even veteran professionals still get them every year! □

For more lesson ideas, see CEC's Discussion Forum, "Lesson Swap & Share," at www.cec.sped.org. Also, for more tips for new teachers, see CEC's Survival Guide for the First-Year Special Education Teacher, Revised. *$P335R $12 for nonmembers, $8.40 for CEC members.*

Student CEC Award Nominations Due!

If you know of an outstanding student, nominate him or her for one of Student CEC's prestigious awards:

- Susan Phillips Gorin Award.
- Outstanding Student CEC Member of the Year Award.
- Graduation Awards.
- Student CEC Ethnic Diversity Scholarship.
- Student CEC/Black Caucus Scholarship.
- Canadian CEC Outstanding Member of the Year Award.

All nominations must be postmarked by December 8, 1998, except the Canadian CEC Outstanding Student Member of the Year, which is due January 31, 1999. For more information, call 888/CEC-SPED.

Multicultural Symposium Focuses on Practical Solutions

Get an inside look at the issues, challenges, and solutions to providing a quality education to students with exceptionalities from diverse backgrounds at the 1998 Symposium on Culturally and Linguistically Diverse Exceptional Learners, to be held on November 5 - 6, 1998, in Washington, DC. This extraordinary symposium, *Beyond the Rhetoric: Celebrating Successes and Confronting Challenges*, is the only conference in North America that brings together the best minds in special and multicultural education. The symposium, which is co-chaired by Brenda Townsend and James Yates, is hosted by CEC and DDEL.

One of the 1998 symposium keynote speakers will be the distinguished lecturer and award-winning author Clifton L. Taulbert. Taulbert's latest book, *Eight Habits of the Heart*, was USA Today's 1997 pick as the "inspirational choice of the year." Taulbert, who also received the 1996 NAACP Image Award, will give attendees new insights into ensuring we keep our humanity present when teaching, building, and creating educational environments that work for all children.

The symposium's second keynote speaker is Lillian Roybal Rose, a nationally renowned educator and consultant. Rose has an extensive client list including the Latin American Professional Women's Association, Hewlett-Packard, and many colleges and universities. She will inspire symposium participants with an address on cross-cultural and linguistically exceptional learners and challenge attendees to move *Beyond the Rhetoric!*

In addition, attendees will explore the newest ideas in multicultural education and network with experts in the field and other colleagues to learn about emerging trends in teaching culturally and linguistically diverse exceptional learners. The symposium brings you more than 100 sessions and seven major strands on the most current information about topics including

- Successful instructional strategies.
- Implementing IDEA 1997.
- Discipline.
- Behavior management strategies.
- Disproportionate representation.
- Collaboration.
- Research.
- Teacher education.

With the practical, useful information you gain at the symposium, you will be able to implement new ideas in your class the next day, as well as develop new approaches for program/curriculum improvement.

Pre-symposium Institute on Disproportionate Representation

Come to Washington a day early for the Pre-symposium Institute on Disproportionate Representation! Participants will focus on the most current information about disproportionate representation of certain ethnic minority groups in special education and gifted education classrooms during this powerful learning session!

Participants will

- Increase their knowledge and understanding of ethnicity and language in learning and development.
- Discuss disproportionate representation of African Americans, Hispanics/Latinos, Asian American/Pacific Islanders, and Native Americans in special and gifted education programs.
- Discover "best" practices on assessing, identifying, categorizing, and instructing these populations in ways that prevent their disproportionate representation.
- Learn how to avoid an audit by the Office of Civil Rights (OCR)! Experts in the field will share their insights, guidelines, and other information school divisions need when responding to an OCR audit. A healthy blend of research and practice will guide a highly interactive day of discussion.

For more information or to register, call 888/CEC-SPED or see the CEC Web site: www.cec.sped.org. □

High School Clubs for Children with Exceptionalities

CEC High School Clubs provide an excellent volunteer experience to foster concern for and acceptance of individuals with exceptionalities. It can also be the recruitment avenue needed to ensure quality special educators for the future!

High school students could benefit from a number of your activities, speakers visiting your classrooms, or programs, etc. CEC members can serve as positive role models. Many high school students have served as session hosts at conferences, babysat for children at conferences, and developed lesson plans and activities for new, creative ways of learning.

Call 888/CEC-SPED, ext. 432 today to have a CEC High School Club packet sent to you. Or, write to CEC, Membership and Unit Development, 1920 Association Drive, Reston, VA 20191. e-mail: cherylr@cec.sped.org.

Member-Get-a-Member Campaign Takes Off

The start of the new year is the perfect time to campaign for new CEC members. Just tell your colleagues about CEC's numerous benefits, new initiatives such as improving special education teaching conditions, and opportunities for career growth and development; and you can sign up members without even trying—and earn prizes you will enjoy (free membership, publications, and convention registration) in the process. Get started today!

Current Leaders

Indiana University/Bloomington Chapter #280 (IN)

Jill Dardig, Ohio

Southern Utah University Chapter #1146 (UT)

Wichita State University Chapter #551 (KS)

Dowling College Chapter #1141 (NY)

Division Focus

CASE

The Council of Administrators of Special Education

The CASE Executive Committee had an exciting meeting in Washington, DC, in July. The Executive Committee worked on new action plans for the CASE Strategic Plan and devised new ways to meet CEC's goals. A restructuring of the CASE Standing Committees was also undertaken. Some of the proposed plans will require action by the board of directors and a membership vote next April. CASE members are urged to watch future editions of the CASE newsletter for full details on the proposed plans.

The plans call for a revamping of the CASE journal, *CASE in Point*; an expansion of the roles of a number of committees; and a reduction in some committees with assignment of those functions to CASE officers.

The registration brochure for the 9th Annual CASE Conference has been mailed to members. A registration brochure is also available on the CASE Web site at www.members.aol.com/casecec/index.htm. John Maag will offer a preconference workshop on positive behavioral interventions from the University of Nebraska. Attorney Art Cernosia will present a half-day session on critical legal skills for administrators, and Senator James Jeffords of Vermont has been invited to be the keynote speaker. Joseph Ballard, from the CEC Governmental Relations Unit, will be the featured luncheon speaker.

The conference will also offer a wide variety of concurrent sessions around the conference theme, "IDEA New Directions: Strategies for Success." Interested persons who did not receive a registration brochure may access it though the Web site or call the CASE office at 505/243-7622. Remember, the dates are November 12-14, 1998, in Myrtle Beach, SC!

CCBD

The Council for Children with Behavioral Disorders

CCBD invites members to submit a proposal for its international conference, "Linking Yesterday and Today with Tomorrow: Making It Work for Children/Youth with Challenging Behaviors," to be held September 30-October 2, 1999. Priority will be given to proposals that focus on innovative and best practices designed to ensure quality services to children/youth with challenging behaviors. This includes the development of home/school/community partnerships, implementation of systems of care, strategies related to IDEA 1997, effective services for students in correctional facilities, collaborative systems, and designing effective curriculum and instructional strategies. The deadline for submission is February 15, 1999. Proposals should be sent to CCBD Conference, c/o Lyndal Bullock, University of North Texas, P.O. Box 310860, Denton, TX 76203.

CCBD is also preparing a first-rate international forum on "Development of Behavioral Intervention Plans and Supports: Changing Roles and Responsibilities." The conference will be held in New Orleans, LA, on February 19-20, 1999. Critical elements of quality behavioral intervention plans, along with strategies and techniques for their implementation, and broad-based supports for successful interventions will be discussed. Those who attend this forum are requested to bring a personal case study, which they will use to develop a "model" behavioral intervention plan. For more information, contact Lyndal Bullock, University of North Texas, P.O. Box 310860, Denton, TX 76203.

CEC-DR

The Division for Research

CEC-DR offers members an electronic discussion list, which relates CEC-DR activities as well as provides a discussion forum for developments and current topics in special education research. The list, DR_MAIN, is available to any CEC-DR member who has an e-mail account and wishes to join. To join, write to majordomo@virginia.edu and include in the body of your message only the following: subscribe dr_main.

DEC

The Division for Early Childhood

Mark your calendars for DEC's 14th Annual International Early Childhood Conference, "Celebrating 25 Years of Excellence," to be held in Chicago, IL, on December 6-9, 1998. Featured speakers include Tal Black, associate director of NEC*TAS at the Frank Porter Graham Child Development Center, and Craig T. Shoemaker, director of Neonatal Services at MeritCare Children's Hospital. Black's presentation, "Unfinished Business: Thoughts on Where We Are After 25 Years," will combine the perspectives of past advancements and future challenges facing educators and parents of young children with special needs. In his presentation, "Me Too: A Medical Parent's Perspective," Shoemaker will discuss the initial recognition of and emotional and medical responses to special problems in young children; the parental role and responsibilities in dealing with the child's problems and abilities; and medical concerns and professional goals to facilitate interdisciplinary participation, recognize cultural diversity, and assist in identifying family health care needs.

In addition, the conference will host preconference workshops, postconference mini-workshops, and a plethora of conference sessions addressing the major issues confronting early childhood education.

TAG

The Association for the Gifted

In the past year, the TAG Diversity Project has been a major focus of the organization. As a result of two symposiums, TAG is developing a National Action Plan on Diversity for Gifted and Talented Education. Upon completion of the draft, the plan will be available for review and suggestions from TAG members and other interested persons or groups.

TAG's 1998 Certificate of Merit recipient is Carol Schlichter. Schlichter is a professor and administrator of the Gifted and Talented Program at the University of Alabama in Tuscaloosa. She is particularly renowned for the development of her model, Talents Unlimited, which is remarkable for its clear understanding of the "real world" classroom and how talents can be fully developed in such settings.

TED

The Teacher Education Division

The TED Executive Committee met in Washington, DC, in July to develop an action plan and specific committee charges for the upcoming year. This is based on TED's strategic plan. Officers include Elizabeth Kozleski, Lynne Cook, Shirley Ritter, Mark Goor, Peggy King-Sears, and Karen Santos, in addition to newly elected Suzanne Martin, Bill Wienke, Betty Epanchin, and Lyndal Bullock. Selected officers attended CEC's Leadership Institute and are excited about the future visions of the organization. If you are interested in teacher education and professional development, plan to join us at the November TED conference in Dallas. For information: contact http://edhd.bgsu.edu/TED.

OSEP Conference, *from page 1*

"The new developments revealed at this conference are very exciting," said Nancy D. Safer, CEC's executive director. "The work these researchers are doing will have a profound impact on special education teachers and students in the very near future. It will enable special education teachers to help more students achieve success in a diverse range of content as well as in diverse settings."

Highlights of the conference follow.

It's Not as Bad as You Think

David Berliner, professor at Arizona State University, set the tone for the conference with his spirited and thought-provoking keynote address, "Manufacturing a Crisis in Education." He maintains that, contrary to governmental and media reports, America is doing a good job educating its youth and that test scores showing that America's seniors perform below those of other countries or that American student performance is declining are misleading. In the first case, American students are being unfairly compared to students in other countries as they have had fewer years of education than their foreign counterparts. Furthermore, all American students participate in assessments, while in other countries, often only the "elite" students, those that have been designated as college material, take the tests, Berliner says. Declining SAT scores are also being misinterpreted, according to Berliner. Though SAT scores have declined slightly, that can be explained by the fact that today many students from all backgrounds take the SATs rather than the pre-selected, college-destined students who took the SATs 50 years ago when the test was normed.

Berliner further bolsters his argument with the fact that America is number 1 in manufacturing production rates as well as in service, which means our schools are producing capable, competent workers.

America's schools are not a problem, Berliner said, but poverty is. Berliner blames poverty for many of the problems occurring in our schools and claims that we could "reduce special education needs by 50 percent if we reduce poverty in this country."

David Berliner defines what's good about America's public school system in his keynote address at the OSEP conference.

Collaboration

Researchers presented a new, promising model for collaboration among special and general education staff, the cross grade-level team. This approach can build trust among faculty, promote growth in teaching skills, and increase cooperation among staff, as well as enhance teacher effectiveness, according to Catherine Morocco, senior scientist and associate director for the Center for Family, School, and Community at the Educational Development Center, Inc. In the cross grade-level collaborative model, faculty members learned how to work as a team as well as to follow a set protocol that allowed for in-depth analysis of student work and creative and collaborative problem solving for future teaching strategies and techniques.

By working in cross-grade level teams, teachers built a "community of practice," said Morocco. They learned to value each other's perspectives of a student, discovered more about the student and different teaching styles and programs by visiting other teachers and observing the student in various settings, and gained respect and trust for each other. As an end result, teachers reflected on their own practice and determined how they might want to change their own teaching to achieve desired outcomes as well increase their knowledge and skills by using resources in and outside the team.

Jane O'Connor, a principal whose elementary school participated in cross grade-level teams, said the teams gave her teachers renewed energy in teaching and increased their desire to collaborate and learn from each other.

Access to the General Education Curriculum

Although it has been 25 years since the original 1975 Education for All Handicapped Children Act mandated that schools guarantee that children with disabilities receive a "free, appropriate public education," students with disabilities still struggle to access the general education curriculum because they have to spend time tackling a second curriculum—accommodating their disability, said David Rose, co-executive director of the Center for Applied Special Technology.

Thus far, the approach to provide access to the curriculum has been a "fix-it" one, taking what exists in the general education curriculum and adapting it for the individual special education student. Rather than "fix the kid," special educators need to fix the general education curriculum to ac-

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Leadership Skills Everyone Can Use

All CEC officers should have been at CEC's 1998 Leadership Institute, which was both inspirational and informative. CEC President Gerald Reynaud opened the institute with a challenge to the officers to reinvent CEC. Following his call to action, institute attendees learned invaluable tips on leadership development, effective communication strategies, how to build a program/professional development program, and methods to increase membership rolls, as well as updates on special education policy and the work of CEC's Presidential Commission on Special Education Teaching Conditions.

Following are summaries of key institute sessions.

Leadership Strategies

One of the best ways to make an impact or get things changed is through leadership in one's professional organization. But in today's hectic-paced world, it's difficult to get others to volunteer their time and talents—or see the benefits of contributing. However, by exercising leadership skills geared directly to volunteers, CEC officers can help others grow into future leaders and develop a strong pool of talented individuals ready and willing to help lead a chapter, federation, or other CEC unit.

"To entice others to volunteer, CEC leaders need to overcome the most common obstacle—lack of time," said Bruce Ramirez, CEC's deputy executive director. "This can be accomplished by restructuring the position or task through job sharing or breaking larger jobs into smaller ones. This approach allows individuals to serve without committing to huge blocks of time and gives volunteers a small taste of leadership success.

"To encourage volunteers to take the next step in their leadership journey, current leaders should recognize them for their accomplishments as soon as possible. This can be done through a phone call, a thank you note, and/or recognition in CEC publications and Web sites," Ramirez continued.

CEC President Elect Bill Bogdan addressed strategies to make CEC an inclusive organization that welcomes the membership and input from diverse members, including those from different racial and ethnic backgrounds, of various ages, and of both genders, as well as those with disabilities. Some approaches to forming inclusive CEC communities include involving those you do not know in projects, demonstrating that the contributions of diverse individuals are valued, fostering a welcoming climate, identifying and nurturing individuals, and developing activities and opportunities to introduce individuals to the organization.

Another important part of leadership is running effective meetings. CEC Parliamentarian Gene Moore gave attendees an overview of Robert's Rules of Order as well as tips for making a meeting run smoothly. A model meeting is one in which everyone participates, no one monopolizes, and everyone is someone, Moore said. He also recommended showing enthusiasm, expressing humor and allowing others to express it, limiting the length of reports, and discouraging ad libbing.

Communicating with Members and the Public

Every CEC leader, whether at the chapter, federation, or division level, plays a role in communications. As representatives of the association, they act as CEC spokespersons, are called on by the media, and looked to for information by their constituencies.

To communicate effectively, CEC's leaders must take advantage of the different avenues available—newsletters; electronic communications, particularly the Web; and public relations. Through CEC, every federation and division can have a presence on the Web to give members up-to-date news and contact information. Newsletters, our old standbys, are still effective communication tools, as they can provide members with the latest information about chapter activities, updates on special education policy at the state/provincial or district level, and new developments in the field—particularly those that are occurring locally.

Finally, CEC officers and volunteers can serve as positive messengers for special education and CEC by working with the media. Stories about students with exceptionalities excelling, unusual lesson plans or programs, or special education teacher successes, as well as information about CEC unit activities or events are of interest to reporters.

To get reporters' attention, CEC leaders should be sure the information is local and timely (inform the media before the event or report on a CEC policy or position immediately when a story hits the streets). Any pertinent data should be at

Continues on page 11

School-to-Work Transition

Life Centered Career Education
Regional Training

You don't want to miss CEC's popular LCCE training—the #1 program to help students transition from school to work, independent living, and/or post secondary education.

Where:	CEC Headquarters Reston, VA	
When:	Sept. 24-25	
Tuition:	Members	$235
	Nonmembers	$285
	Students	$185

Register Today! Call 888/CEC-SPED or see the CEC Web site: www.cec.sped.org.

BEST COPY AVAILABLE

Getting Published Made Easy!

Do you need—or want—to get published but are unsure of the ins and outs of the process? CEC can help!

CEC's new publication, *Publish and Flourish: A Guide for Writing in Education*, gives useful, accurate, and level-headed advice for all special education professionals interested in publishing their work. It also provides inspiration and motivation for the well-intentioned but unpublished among us!

Publish and Flourish addresses a wide range of publishing opportunities, including books, curricula, and other products; articles in research and practitioner journals; and grant proposals. Plus, the book is chockfull of tables, checklists, tip boxes, self-tests, and the like.

Graduate students, new faculty, and practitioners will benefit from the information, but even experienced authors will glean new insights into the publishing process.

However, *Publish and Flourish* is not merely a how-to book. Information on the role of publication in professional development, the nature of scholarly discourse, and technology tools for writers are important extensions of its coverage. Plus, the general suggestions for writers are very helpful, as are the nuts and bolts issues of writing such as finding and using time, creating space, and identifying content and audiences. In addition, the chapter on minority scholars contains well-researched and significant information for this population.

Publish and Flourish is the kind of book students, scholars, and product and curriculum developers need to have nearby—because they will refer to it frequently.

To order, call 888/CEC-SPED, or see the CEC Web site, www.cec.sped.org. #P5273 $17.50 for members, $24.95 for nonmembers. □

Leadership, *from page 10*

the representative's fingertips.

Program/ Professional Development

Anyone who has ever had to plan a special or professional development event would have benefited from this powerful session. Attendees learned useful guidelines on selecting a suitable site, planning space needs, negotiating contracts, and managing the meeting on-site.

In addition, the session covered important aspects of learning principles that planners should consider when developing instructional events for adults, including

- Focus on real-world problems.
- Emphasize how learning can be applied.
- Relate the learning to the attendees' goals.
- Relate the material to the attendees' past experiences.
- Allow debate and challenge of ideas.

Membership and Recruitment

The membership and recruitment session provided new ideas to attract members and keep CEC units strong and meaningful. Session leader Karen Vermaire Fox recommended using word-of-mouth marketing to let people know about CEC and its benefits, calling new members to let them know they are welcome, calling lapsed members to let them know they are missed, and collaborating with other CEC chapters or federations to increase networking opportunities.

The CEC Leadership Institute gives CEC leaders invaluable information they can use as CEC officers, in their professional, and in their private lives. If you haven't yet attended a CEC Leadership Institute, plan now to make the Institute one of your "must do's" for next year. □

TAKE IT FOR *granted*

Jobs for Individuals with Disabilities Receiving Public Aid—OSEP and OSERS are inviting proposals for model demonstration projects to identify and remove barriers to employment for persons with mental or physical disabilities who receive public support. Deadline: September 3. Eligibility: A consortia of state agencies, which must include the state education agency, state vocational rehabilitation agency, and an agency administering an employment or employment training program supported by the Labor Department. Additional nonprofits may apply. Contact: Pedro Romero, 202/205-9797.

Best Buy-Youth Education—The Best Buy Children's Foundation supports youth development, including education services, mentoring programs, and leadership initiatives. Deadline: None. Eligibility: Does not give directly to schools so they must partner with other community nonprofits. Contact: Best Buy Children's Foundation, 612/947-2650.

K-12 Connections to the Internet—The National Science Foundation is inviting applications for innovative technologies to provide Internet access and accelerate network development in K-12 schools, public libraries, and museums. Deadline: January 31. Eligibility: U.S. research and education institutions. Contact: Advanced Networking Infrastructure and Research Division, 703/306-1949.

ED Online Database—The Education Department has developed a new online awards database, which lists recent grant and contract awards agency wide. Visitors to the site can search the database by award amount and date; recipient name, state, and zip code; or Catalog of Federal Domestic Assistance number. Address: http://ocfo.ed.gov/.

UPS Education Grant—The UPS Foundation is accepting proposals that improve educational effectiveness and family learning. Deadline: Sept. 30. Eligibility: Public school districts in communities where UPS employees live and work nationwide. Contact: Contributions Manager, 404/828-6374.

New Resources for Special Educators—Just in Time for School

CEC is proud to offer several new resources to our members to help you get your year off to a great start! Some of our most popular sellers are

Secrets of Discipline for Parents and Teachers: 12 Keys for Raising Responsible Children (book and video) by Ronald G. Morrish—Forget bargaining with children to get them to be cooperative! With this video, you will learn about teaching compliance, setting limits, developing good habits, and encouraging good decision making, as well as the importance of planning and commitment. The information is especially helpful in working with children with ADHD. Book #S5285 $12.95; Video #S5286 $18.95

Breakthroughs: How to Reach Students with Autism by Karen Sewel—Written by the Autism Society's teacher of the year, this resource is a hands-on, how-to manual for teachers and parents. The manual shows how to set up a classroom and what materials are needed and presents an assessment device to help determine the needs of the learner. It also devotes nine chapters to techniques for teaching math, reading, fine motor skills, social skills and vocational skills and includes reproducible forms and sample lesson plans. $S583 $59

A New IDEA for Special Education: Understanding the System and the New Law—Given 4 stars by *Video Librarian*, this informative video helps special education team members and parents learn how IDEA 1997 affects services for children with special needs. The requirements of the law, the ways it has changed, and provision of services are clearly outlined in a well structured, comfortably presented discussion. This important resource for public and school libraries would also be a "worthwhile program for preservice and inservice educators as well as parents," says *School Library Journal*. #S5260, $49.95

For more exciting resources for the special education teacher, see CEC's new fall catalog! To order, call 888/CEC-SPED.

CEC Welcomes Its New Canadian Officers

At the 1998 annual convention, the following individuals were elected to serve on the Canadian CEC Executive Committee. Please join us in welcoming them to their new positions.

Tom Tupper
President,
July 1, 1998 - June 30, 1999

As a high school principal for the last 18 years and a CEC officer in a variety of capacities for over 25 years, Tom Tupper knows what it means to be a leader. Tupper is currently the principal for learning services in the North Vancouver School District in British Columbia.

Tupper began his climb up the CEC ladder as president of Student CEC. In addition to his tenure as the British Columbia Federation president, Tupper has since moved through all phases of CEC leadership at the chapter level and, now, the Canadian CEC Executive Committee.

As CCEC President, Tupper hopes to initiate a forum for Canada to discover common issues and concerns among Canadian members that may include the changing role of the special educator and the impact that inclusion has had in the schools. Tupper will also increase and improve professional development opportunities for Canadian members.

Photo not Available

Faye McConnell
Vice President,
July 1, 1998 - June 30, 1999

Faye McConnell's background is rounded out by leadership roles in both special and general education. McConnell is currently the principal for the Hillside Community School in Grande Prairie, Alberta.

McConnell has been active with the Canadian CEC Board of Governors, serving as the Alberta representative for the last five years. She has served on the communications and governmental relations committees and has been active arranging the Alberta CEC Federation quarterly newsletter. She is currently working on the Alberta Federation's annual convention taking place this fall.

McConnell plans to focus most of her energy on the top agenda item for CCEC—increasing and improving membership recruitment and retention.

Candace Borger
Governor-at-Large,
CEC Executive Committee,
July 1, 1998 - June 30, 1999

Candace Borger's breadth of experience in special education administration has given her a global perspective. In her current position as administrator of educational support services for the St. James-Assiniboia School Division, Borger works with school psychiatrists, social workers, and speech and language clinicians on issues and concerns involving exceptional students from all across the school division.

Borger has contributed to CEC for many years on the international, national, and provincial levels. She has served as chair of the governance committee during a major CEC restructuring campaign and has participated in the local arrangements committee for the National Congress, Manitoba CEC awards committee, and public policy committee. Borger has contributed to other local and national programs for CCEC, organizing professional development sessions and soliciting corporate sponsorship.

Borger hopes to push Canadian and CEC issues forward and establish more partnerships with other like-minded agencies and organizations to strengthen CEC's voice in advocacy. She will also pursue major research projects and grants on behalf of Canadian CEC. □

Alternative Schools, *from page 5*

With the number of school systems dealing with disruptive and violent youth and new laws restricting expulsion, the trend toward for-profit alternative schools is destined to grow. Already some states, such as Texas, are contracting with for-profit alternative schools for expelled students.

Well-run for-profit alternative schools have much to offer. Whether in a day treatment or residential setting, classes are small, generally ranging from five to 12 students. The schools are accredited, have special education teachers on staff for their students with disabilities, contract with related service providers when needed, and implement IEP goals and objectives. Some, such as Children's Comprehensive Services Inc, even develop individualized treatment plans regardless of whether or not the student has a disability, says Kathy Celauro, vice president of business development at Children's Comprehensive Services Inc. Students can often graduate from the school or receive a GED.

In addition, the schools offer individual and group therapy with licensed psychologists, as well as family therapy. These schools' flexibility in programs and alternatives combined with low student/professional ratios can provide a level of service and intensity the public schools don't have the resources to offer.

"Given the resources and the climate toward public education, public schools can't compete on this level," said Linda Marsal, CEC's past president and director of education for Three Springs, Inc. of North Carolina "These schools have the flexibility to meet kids' needs and enough staff to do it. We have 21 people to meet the needs of 39 boys. They have 'round the clock service."

The Other Side of the Picture

Unfortunately, all the news about for-profit schools is not so good. Currently, almost anyone can set up a private school. Unless the school decides to work with the state department of education or a local school district, such schools do not have to be credentialed or meet federal laws. Of course, that means these schools do not have to, and may not, have a special educator on staff, follow due process procedures, or implement IEPs.

Furthermore, the educational program may not be of high quality. In some situations, students are given curriculum materials to study on their own. While some students thrive with this learning method, others want—and need—more hands-on instruction and interaction.

Additionally, any credits the student earns while attending nonaccredited schools may or may not be accepted by their district schools. While some districts give students competency tests to determine whether or not they will receive credit for their work, others don't allow any credits for classes taken at non-accredited schools, according to Connie Amos, an education specialist

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CEC honor roll

Bill Porter, president of CEC's Kentucky Federation and special education director of the Simpson County School District, was asked by U.S. Secretary of Education Richard Riley to serve as a member of the Federal Intergency Coordinating Council for Children with Disabilities.

Gerald Tindal, professor at BRT and member of CEC's Oregon Federation, **Keith Hollenbeck**, research associate and member of CEC Chapter #1111, and **Patricia Almond**, evaluation specialist at the Oregon Department of Education and member of CEC Chapter #20, authored *Accomodating Students with Disabilities on Large-Scale Tests: An Experimental Study*, which was published in *EC*. The study was subsequently featured in *Education Daily*.

Visit CEC's "Lesson Swap & Share" for New Ideas

Need ideas for lesson plans? Have a good one to share? Check out CEC's discussion board, "Lesson Swap & Share" at **www.cec.sped.org** under the "Discussion Forum" marker. You'll find lessons and ideas for every age group and in various subjects.

EXTRA credit

Online Resource on Special Education Techniques—The University of Virginia's special education Web site catalogues and describes the latest advances in validated teaching techniques. Web site: http://curry.edschool.Virginia.EDU/go/specialed.

Online Program to Help Students Master Challenging Subjects—An e-mail-based volunteer program helps students master challenging mathematics, science, and technology. The site includes telementoring, Q & A services, and other electronic services. Web site: www.ed.gov/pubs/emath/.

Online Resource for Teachers—The Eisenhower National Clearinghouse for Mathematics and Science Education has launched "Making Schools Work for Every Child." The site is a resource for creating equitable classroom conditions in which every child can succeed at school. Web site: http://equity.enc.org/.

Resource for Employers and College Graduates with Disabilities—The National Resume Database, by the National Business & Disability Council, assists qualified college graduates with disabilities find employment. For information, contact Cricket Park, 614/771-0892, or Web site: www.business-disability.com.

Online Resource on Augmentative/Alternative Communication—Computer Options for the Exceptional's new Web site is a comprehensive, noncommercial resource in augmentative/alternative communication. Web site: www.aug.com.

The Price of Miracles

BY GAIL BORNFIELD

Most parents will do anything to help their children develop and learn. For many families raising a child with a disability, this becomes the credo by which they live. When the child reaches an age where the disability can no longer be denied, some parents begin the search for the "miracle" that will normalize or diminish the disability's effects.

"Miracles," for these parents, present themselves in the form of "therapies." These therapies come in a variety of forms: behavioral, vitamin, auditory training, visual training, dietary restrictions, magic writing, and mysterious sign languages. Although diverse, the "therapies" often share commonalities. First, they are expensive and must be administered frequently or in large doses. They also "take time" which demands a commitment of a long term investment from families. They survive on the family's "hope" of a miracle for that child. Finally, outcomes are often minimal, nongeneralizable, and short-lived.

Cost to Families

Financial

What is the actual cost to the family? There is the obvious financial expenditure required for the "therapy." Often, the families are young and money is in short supply. Many sacrifices are required to maintain these "therapies."

Emotional

But that is not the only cost. There is the emotional cost. The marketing of the therapy often raises the "hopes" of the family, allowing them to believe they will see great changes over time if they just persist. Of course, great changes rarely occur, so disillusionment results. The "therapists" are quick to explain that the child simply needs more of the therapy. And, they send the families to the schools to get "more" of this very special therapy.

The school says, "We are sorry, mom and dad, but we do not believe in this miracle therapy and cannot sacrifice your child's current program to it." The parents are angry, because they are sure the therapist is right. After all, he gave them "hope." Hope that their child would be like all the other children.

The clever therapists think, "Now, it will be the school's fault that the child has this disability, because the family will think the therapy was a miracle that has now been rescinded. The school will not give the child access to this therapy and deprives the parents of all hope that their child will ever be normal. The school becomes the demon. If only the school had cared more, they would have done what was right for the child."

This scenario is very common. The parents lose faith and trust in their school staff, and the relationship between the home and school is virtually destroyed. This results in diminished growth for the child, for without communication a teacher or staff cannot help parents gain the skills to support their child. And, teachers become fearful of saying or doing something that will end up in a legal battle, so they pull back and do only the minimal with the child.

Poor Family Relationships

As the family becomes more distrustful of the school and sees little progress, it focuses its attention on the child. This often leads to poor relationships with their other children. Such situations develop not out of a lack of caring, but from a lack of time and an over-commitment to the child with a disability—an over-commitment in the sense of an obsession with bringing about results that in many cases are simply not possible.

Families assume that siblings will understand the importance and extensive needs of the child with a disability and subjugate their own needs to that child. However, this is often not the case. Young children do not understand the nature of differences to that degree. The result? The loss of a family's support for one another.

The last cost is to the parents. Often one of the parents will sacrifice his or her life to the child. This means that everything that once was normal is given up to care for the child. Some parents can create an entire life around a child with a severe disability. This is not healthy on any level and ultimately is of little help to anyone, including the child.

Protecting Families

How can professionals protect families from these "miracles"? Perhaps the most effective method is to be honest about the disability from the beginning. Professionals should explain what to expect from the child as he or she grows. While all children grow and learn, their child's development will be slowed.

Professionals can also warn families about the price of miracles. If it sounds too good to be true, it probably is. Have parents ask for the names of families who have experienced success with the therapy over the long term and the names of families who did not experience success. Sometimes a therapy can be successful with a mild disability but not a severe one. Parents also need to know what to expect from normal development within the disability. Some of the proclaimed successes of the "therapies" are no more than normal development for the child.

Professionals can also share skills with families to assist a child to potential. Professionals should remember that supporting families to meet the emotional and relationship needs of their children promotes development across the spectrum.

Professionals also need to spend time talking with the families about how important their role as a parent is to a child. Explain that simply loving and enjoying the child will have a positive effect on development. Each child brings a "gift." It's not always immediately apparent. You must truly see the child to see the gift. □

Gail Bornfield, the mother of a child with a disability, is a senior research and evaluation officer at the Academy for Educational Development. She is a member of CEC Chapter #192.

OSEP Conference, *from page 9*

commodate all students' differing learning styles. Fortunately, the means to make this happen are near.

A significant development that will allow students with disabilities to access the general education curriculum is universal design. Through universal design, curricula are available in all formats so each student can choose the learning mode best for him or her. Panelists also recommended that teachers be experts in their disciplines or be able to access the appropriate mentors and resources, old practices entrenched in the school system be uprooted, and the focus shift away from a student's disability to his or her strength.

State Policies on Graduation Assessments

Inconsistent and loose graduation policies and requirements across the country belittle the merit of a high school diploma for many special education students, said researchers.

Only 17 percent of states require the same standard for general and education students for a standard diploma. In other states alternatives for special education students such as a certificate of completion, certificate of attendance, modified/ adjusted diploma, or occupational diploma are based on a wide range of alternate assessments and accommodations, according to Martha Thurlow, associate director of the National Center on Education Outcomes, University of Minnesota and member of CEC Chapter #367. While the value of alternate assessments and accommodations are debatable, Thurlow fears alternate standards are weakening the merit of the high school diploma for special education students and may even be a way of "tossing in the towel" on these students.

The issue is further exacerbated by the lack of collaboration among school staff members monitoring special and general education graduation requirements. In most schools, the general and special education departments do not know each other's graduation requirements. With all these incon- sistent special education graduation requirements across the country and within each school district, local businesses cannot feel confident about the "products" coming out of the local schools, she said.

Special Education Under IDEA 1997

While IDEA 1997 offers great opportunities for special education, some researchers cautioned that the new law requires levels of proficiency among staff that may not be realistic. The researchers further warned that the law could be used to remove students with behavior problems from general education classrooms or segregate students of diverse backgrounds from the mainstream.

One of the major concerns with IDEA 1997 is the level of competence expected of IEP teams, both individually and collectively, said Carl Smith, director/administrator of the Resource Center for Issues in Special Education at Drake University. IDEA 1997 mandates that IEP teams have substantial responsibility concerning the discipline and behavior plans of students with disabilities, even though team members may not have been trained to perform such responsibilities. As a result, students with behavior problems may be inappropriately placed or ineffective behavior plans could developed for them.

Dixie Jordan, parent advocate in the Emotional Behavioral Disorders Project of PACER Center, Inc., in Minneapolis, MN, fears that students with behavior problems of diverse backgrounds would be placed in separate settings inappropriately. Given the increase in site-based management teams, which "rarely consist of people of color" or those who understand cultural norms, students of diverse backgrounds are likely to be seen as troublemakers who do not belong in the regular school. Already, the majority of students placed in separate settings in Minnesota are of diverse ethnic and racial backgrounds, and the same trend is occurring in other cities, Jordan said. □

Teach Students How to Control Their Behavior

Back Off, Cool Down, Try Again: Teaching Students How to Control Aggressive Behavior by Sylvia Rockwell is CEC's popular primer on how to work with students with behavioral or emotional problems. The book uses the stages of group development is the basis for classroom management. Included are reproducible behavior management and instructional planning forms. Strategies for documentation and consultation are also presented. #P5120 $29.95, CEC members, $20.95

To order, call 888/CEC-SPED.

Alternative Schools, *from page 13*

with the Utah Education Department who routinely reviews for-profit alternative schools' accreditation status.

Some for-profit schools are also cruel and damaging to students in other ways, says Amos. For instance, some wilderness therapy or "bootcamp" institutions can be brutal, which can further damage a youth who is already fragile. Other schools, with the permission of parents, kidnap students, take them to a hospital, and then send them to schools located in far-away sites including Utah, Montana, Jamaica, Somolia, the Czech Republic, or Mexico, Amos continued. In general, these schools accept students on the parents' say-so and can implement whatever type of "educational" and/or "therapeutic" program they wish.

In addition to poorly designed academic programs, education experts say these types of schools lack a vital ingredient—parental and family involvement. It's hard to understand how these programs can be of much value—it's a total family problem, says Jeschke.

Though people are making a lot of money with for-profit alternative schools, and they are providing a needed service, "buyer beware" may be the watch-word for effective educational and therapeutic services in these schools.

"Alternative schools have grown so fast that we don't have the right rules and regulations for them," said Amos. □

CALENDAR OF CEC events

september

September 24-25, 1998
Illinois CASE Subdivision Fall Conference, "Innovation and Change—Special Education in the New Millennium." Hyatt Lisle Hotel, Lisle, IL. Contact: Marty Ricconi, LEASE, 1009 Boyce Memorial Drive, Ottawa, IL 61350, 815/433-6433.

october

Octobert 1-2, 1998
Idaho CEC Federation Conference, "Looking Back to See the Future." Sun Valley, Idaho. Contact: John Beckwith, 1211 S Owyhee, Boise, ID 83705, 208/585-3086 (w), jbeckwit@micron.net.

October 14-17, 1998
CEDS 1998 Topical Conference, "Assessment for Intervention." Alexis Park Resort, Las Vegas, NV. Contact: Sandra Latchford, 60 Surrey Crescent, Fredericton, NB E3B 4L3, Canada, 506/453-3515, FAX 506/453-4765, e-mail: sandral@unb.ca. Hotel: 800/582-2228 or 702/796-3322.

October 10, 1998
Maryland CEC Federation Conference, "IDEA - New Regs Implemented." The Brass Duck, Laurel, MD. Contact: Val Sharpe, 5104 Bonnie Brae, Ellicott City, MD 21043, 410/480-9667 (O), e-mail: vmkko@aol.com.

October 15-16, 1998
DCDT Midwest Conference, "Transition: Piecing It All Together!" Sponsored by Kansas DCDT Subdivision. Holiday Inn-Crowne Plaza, Kansas City, KS. Contact: Yvonne Unruh, c/o Seaman High School, 4850 NW Rochester Rd, Topeka, KS 66617, 785/286-8300; Beverly Silvers, 913/583-8365; Randi Swenson, 913/681-4174.

October 15-17, 1998
Florida CEC Federation Conference. Adam's Mark Hotel at the Florida Mall, Orlando, FL. Contact: Wynne Tye, 14520 Middlefield Lane, Odessa, FL 33556.

October 16, 1998
MNCCBD/MEED State Conference. "A Multi-Dimensional Look at EBD: Assessment, Identification, and Intervention." Sponsored by the Minnesota CCBD. University of St. Thomas Campus in St. Paul, Minnesota. Contact: Lori Furrer, 715/684-2404.

October 21-24, 1998
California CEC Federation Conference, "The Next Generation." Cathedral Hill Hotel, San Francisco, CA. Proposals contact: Lee Sandoval, 309 Browning Ct, Roseville, CA 95747-5833. Registration contact: Details Details, 916/443-3855.

October 24, 1998
Maryland Federation Fall Conference "Get the IDEA? Public Law 105-17." Best Western Maryland Inn, Laurel, MD. Contact: Jenny Weaver, 301/797-0896.

October 28-30, 1998
Kansas CEC Federation Conference, "Collaboration." Manhattan Holidome, Manhattan, KS. Contact: Sue Anne Kline, 913/642-5704, e-mail: sakline101@aol.com

October 29-30,1998
Wisconsin CEC Federation Conference, "Probing the Future." Pioneer Inn, Oshkosh, WI. Contact: Rod Anderson, 30155 South Bethesda Circle, Waukesha, WI 53188.

October 29-31, 1998
Illinois CEC Federation Convention, "Celebrating 50 years". Arlington Park Hilton, IL, Contact person: Robert E. Abbott, ICEC, P O Box 595, Waukegan, IL 60079-0595, 847-578-9494.

november

November 5&6, 1998
CEC/ODEL Symposium, "Beyond the Rhetoric: Celebrating Successes and Confronting Challenges." Hyatt Regency on Capitol Hill, Washington, DC. Contact: CEC, 888/232-7733.

November 5-6, 1998
Arkansas CEC Federation Conference, "New Horizons." Hot Springs Convention Center, Hot Springs, AR. Contact: Kathy Balkman, 501/223-3538, balkmak@holly.hsu.edu; or Barbara Gartin, 501/575-7409, bgartin@comp.uark.edu.

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VOL. 5 NO. 3
OCTOBER 1998

Deadline for CEC Special Educator Awards Extended to November 23!

Don t forget to recognize a deserving colleague for his or her outstanding work in special education. Submit a nomination for the 1999

Clarissa Hug Teacher of the Year Award

CEC Special Education Research Award

J.E. Wallace Wallin Award Lifetime Achievement Award

CEC Outstanding Leadership Award

CEC Yes, I Care! Business Award

CEC Outstanding Public Service Award

For a nomination form, call 888/CEC-SPED, #491 or see the CEC Web site: www.cec.sped.org.

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Growing Challenge for Teachers—Providing Medical Procedures for Students

Susan is a new student in your class. She is known as a bright, engaging student who has a learning disability. She also needs a catheterization twice a day. Who will be required to do it? It may be you.

With today's medical and technological advances, we are seeing more and more students who need some type of medical assistance in our classrooms, and it is predicted that most classroom teachers will face this type of situation at least once in their careers. And many experts agree that special education teachers are more likely than general education teachers to be asked to perform medical procedures for students.

Currently, little guidance exists for determining a teacher's responsibility for students requiring medical procedures. What medical procedures schools and parents expect teachers to perform differ from state to state and sometimes from district to district. Some districts hire medical personnel to perform such tasks, while others ask teachers to step in. Existing law, as interpreted through *Tatro*, a Supreme Court Ruling in 1984, states that schools are responsible for conducting any medical procedure that does not require a physician or hospitalization, but it does not address who is to fulfill that role.

However, this is an issue that needs to be addressed. By having untrained personnel perform medical procedures, students have been endangered, sometimes fatally, in our schools. Thus far, these have been isolated incidences. But experts warn that with more students with medical problems attending

Continues on page 5

Multicultural Symposium Offers Effective Solutions for Diverse Students

If you want to engage in passive learning, the 1998 Multicultural Symposium is not for you. But, if you want to participate in interactive sessions that employ role playing, hands-on learning, and active dialogue—all led by a diverse group of educational, governmental, and other leaders in the field, this is the one symposium you cannot miss.

The 1998 Multicultural Symposium, "Beyond the Rhetoric: Celebrating Successes and Confronting Challenges," to be held on November 5-6, in Washington, DC, promises all the above and more. Hosted by CEC and its Division for Culturally and Linguistically Diverse Exceptional Learners, the symposium emphasizes solutions and strategies for educating students with exceptionalities from diverse backgrounds. The nearly 200 sessions will address a broad range of topics, including assessment of students from diverse cultures, instructional strategies, social behavior, and family and community involvement. Plus, the symposium will kick off with an all-day pre-conference institute on disproportionate representation of students with exceptionalities from diverse cultures in special and gifted education.

"The theme of the symposium captures its essence," said Brenda Townsend, profes-

Continues on page 9

Proposed Change in Council for Exceptional Children Bylaws

At its April 19, 1998, meeting, the CEC Board of Governors authorized the publication in an official CEC publication the proposed change to the CEC Constitution and Bylaws related to the Foundation for Exceptional Children. This proposed change will be voted on by the 1999 CEC Delegate Assembly in Charlotte, NC.

Article VII Executive Committee, Section 4 Powers and Duties

n.To nominate and elect directors of any entity for which CEC is a voting member, including, but not limited to, the Foundation for Exceptional Children.
(current "n" will become "o.")

Easy Ways to Support CEC

CEC Can Receive United Way Funds

You can contribute to CEC through the United Way! Just write FEC under "Other" on your campaign pledge card (under selections).

And Donations from the Combined Federal Campaign

Through the Combined Federal Campaign, federal employees, U.S. Postal service employees, and armed forces personnel can contribute to nonprofit organizations such as CEC through payroll deductions. To participate, designate CEC as one of the five agencies you list on your pledge card.

Or Contribute Directly to the Center for Special Education

The Center for Special Education initiates and develops special programs such as CEC's Initiative on Special Education Teaching Conditions, the Clarissa Hug Teacher of the Year, and other important activities. Individuals may make direct contributions or send contributions with their membership renewal. For more information, call 888/232-7733, ext. 507.

Thank you for your support.

CEC Past President Linda Marsal Is Keynote Speaker at China Conference

CEC Past President Linda Marsal was invited to make one of the keynote addresses at the "China-U.S. Conference on Education: Four Qualities for the New Millennium" this past summer.

In her address, "The Quality of Students in the New Millennium," Marsal focused on the skills students from all countries need to succeed in a future most of us can barely imagine. Qualities Marsal identified included math, logic, and reasoning skills; interpersonal skills; technology processing; effective writing; knowledge of history, government, world affairs, and world geography; science; and multicultural understanding. In addition to the above, Marsal said it was essential for students to have mastered self-discipline, to be able to set their own goals, and be responsible for their own actions.

Marsal concluded her presentation with the observation that "it takes a village to raise a child,"—and we are all part of the global village.

During the remainder of the conference, Marsal presided over the sessions dealing with quality parenting. There she observed that people from all cultures are strongly invested in improving and providing quality parenting for children. To achieve that goal, parents must be taught about child development and that all children should be valued for who they are and what they can contribute. Also, there was agreement that for children to succeed, a strong parent/school partnership must exist. □

CEC Holds Forums on Special Education Teaching Conditions

As part of its initiative on special education teaching conditions, CEC is holding regional forums throughout the U.S. and Canada at federation conferences. At these forums, CEC members will have the opportunity to discuss special education teaching conditions in their area that prevent them from providing a quality education to the children they serve. In addition, members will be asked to provide solutions and strategies to deal with the problems identified. For more information, see the CEC Web site: www.cec.sped.org.

Regional Forums

Scheduled forums include:

Region 1
Buffalo, New York
November 6, 1998

Region 2
Grantsville, Pennsylvania
November 6, 1998

Region 4
Chicago, Illinois
October 30, 1998

Region 5
Manhattan, Kansas
October 29-30, 1998

Region 7
Toronto, Canada
October 23, 1998

For more information about the forums and other federation conferences that will address special education teaching conditions, see the CEC Web site at www.cec.sped.org. □

The Member-Get-A-Member Campaign:

A True Benefit for All Members!

How can you help strengthen CEC's voice by increasing its membership, build up your unit's membership, *and* have fun and earn great prizes at the same time? Get involved in CEC's 1998 Member-Get-A-Member (MGM) campaign!

It's easy! First, contact CEC at 888/232-7733 for an MGM campaign kit. The kit contains the special membership applications for this campaign, member benefit cards, and campaign guidelines. Then tell your colleagues about CEC's numerous benefits, new initiatives such as improving special education teaching conditions, and opportunities for career growth and development. Let them look at your copies of *EC, TEC*, and *CEC Today*. Your enthusiasm and knowledge of CEC will prove to them that they can't afford not to be a member! Give your colleagues an MGM application to complete and return it to CEC. That's all there is to it! At the conclusion of the campaign, you'll receive coupons based on the number of new members you recruited.

What can you earn? Redeem 1 point for a free publication, "Crossover Children: A Sourcebook for Helping Children Who Are Gifted and Learning Disabled;" 2 points earns a t-shirt; 3 points gets you $10 off CEC membership; 4 points can be used for $20 off CEC membership; 5 points gives you a free CEC membership; and 6 points can be redeemed for free 1999 convention registration. Wow!

So call CEC today for your MGM campaign kit. Hurry! **The campaign ends November 13, 1998.**

Top Leaders in the MGM Campaign

- **Tampa Bay Area Chapter #194 (FL)**
- **Jill Dardig, Ohio**
- **Indiana University/Bloomington Chapter #280 (IN)**
- **Dowling College Chapter #1141 (NY)**
- **Wichita State University Chapter #551 (KS)**
- **Southern Utah University Chapter #1146 (UT)**

Dues Payment Options

CEC offers its members a variety of options for payment of dues. Our goal is to make it easy and convenient for our members to renew or join and to permit rapid processing of your membership. CEC's current dues payment options include:

Check: Payments in U.S. dollars should be sent to the CEC PO box in Baltimore (CEC, PO Box 79026, Baltimore, MD 21279-0026); Canadian members can pay in Canadian dollars, but these payments must be sent to the Canadian lockbox (CEC, Box 2194, Niagara Falls, ON L2E 6Z3).

Credit Card: CEC accepts VISA, MasterCard, and Discover. Payments made by credit card can be sent to the PO box in Baltimore, or call CEC's Constituent Services Center toll-free at 888/232-7733 to renew or join over the phone. Canadian members who choose to pay by credit card in Canadian dollars must send their payment to the Canadian lockbox.

Purchase Order: A copy of the purchase order must accompany your application, which should be sent to CEC, 1920 Association Dr., Reston, VA 20191-1589; or FAX to 703/264-9494.

Via Internet: CEC's membership applications are posted on the CEC Web site at www.cec.sped.org. Feel free to download the application and send it with your payment to the PO box in Baltimore, or complete your application over the Internet and use your VISA, MasterCard, or Discover.

CEC is investigating other payment options that we hope to make available to our members in the near future. Announcements of other payment options will be made in this section of *CEC Today* as they are enacted. □

P.S. Recruit 5 new members (4 for student members) to earn a free CEC membership in the 1998 Member-Get-A- Member campaign! Don't delay—the campaign ends November 13, 1998!

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Advocacy in Action

Discipline Amendment Would End Services for Students with Disabilities

Although the various IDEA amendments added to the FY '99 appropriations bills have not come to the House or Senate floor, any of the proposed amendments could be attached to the Continuing Resolution passed by both houses or an Omnibus Appropriations bill being worked on by House and Senate staffers.

The most ominous of the amendments could support cessation of services for students with disabilities. Maintaining services for students with disabilities who commit dangerous acts would only be applied to students who can't distinguish right from wrong, understand the consequences of their actions, or control their behavior. (This is already addressed in IDEA '97 via manifestation determination. In cases where it is determined that a child's behavior was NOT a result of a disability, he or she is subject to the same disciplinary procedures as a nondisabled student.)

CEC opposes any amendment to IDEA 1997. Please contact your congresspersons and urge them to accept NO AMENDMENTS to IDEA!!

You Can Write a Letter to the Editor!

Are you tired of media stories that present inaccurate and damaging information about special education?

One way to fight the misinformation is to write a letter to the editor. To help ensure your letter gets printed, state your opinion in 300 words or less. Following are examples from CEC.

Letter to Time Magazine

While *Time's* September 14 story, "Lost in the Middle," describes some valid problems facing general education, the solution is not to blame special education or inclusion. Contrary to the examples in the article, when conducted properly, inclusion has done a great deal to help general education students advance academically. In many inclusive classes, two specialists—the general education teacher, a master of content, and a special education teacher, a master of learning strategies—work together to better meet the learning needs of all students. In addition, two teachers often collaborate to ensure every child achieves mastery, with one teacher helping students, disabled and nondisabled, who are having difficulty, while the other provides enrichment activities for students who are ready to advance.

While inclusion can be implemented improperly, a situation that is harmful for all students, we should not condemn the process or all of special education for those cases. Rather, let's look for ways to improve the educational achievement of each of our children.

Letter to the Wall Street Journal

The editorial, "Special Ed Rebels," September 8, 1998, resorts to spectacularism and fallacious assertions about special education to build its case. The article maintains that the number of students in special education has grown exponentially and out-of-control costs are burdening local taxpayers.

In fact, the number of children with disabilities has increased only 4 percent in the past 22 years. The increase is due to multiple factors, including improved methods to identify students with disabilities, more students with medical problems attending school, and an increasing number of children who have been exposed prenatally to drugs or alcohol.

Furthermore, contrary to the editorial's claims that students are put into special education to justify the existence of "zealous state and district special education experts," federal law requires comprehensive testing to determine the existence of a disability. For any student to receive special education services, the the child must have a physical or cognitive disability, and a team of experts must agree that special education is appropriate for the child. We should be glad schools are now identifying students with "non-traditional" disabilities such as emotional disturbance so that we can provide the support and help they need.

Finally, special education costs more than general education; but, on average, educating students with disabilities costs twice, not triple, as much as educating their non-disabled peers. While a few communities' taxes have been raised to pay for special education, most states assist local districts to fund special education, and the federal government has increased its contribution to special education by 64 percent in the last three years

In return for our investment, more students with disabilities than ever before are graduating from high school, attending college or other post-secondary educational opportunities, or finding employment. In short, they become tax payers rather than tax burdens.

Rather than rebelling against special education and the students it serves, we should look for ways to improve education for all our students, for every child deserves—and is given by law—the right to a free, appropriate public education. To which of our nation's children would you deny that right? □

Congress Supports Gifted Legislation

A draft bill, the "Gifted and Talented Students' Education Act of 1998," is gaining bipartisan support on Capitol Hill. The bill would provide funding to states based upon population (approximately $154 million total, with at least $1 million per state). The funds could be used at state discretion for

- Personnel preparation.
- Technical assistance.
- Innovative programs and services.
- Accountability systems.
- Distance learning.
- State infrastructure (limited to 10 percent of each state's funds).

Many problems schools, teachers, parents, and students experience could be ameliorated by such an effort, including

- Reducing the disparities in educational opportunities for students with gifts/talents among states, districts, schools, and racial and ethnic groups.
- Allow for continuance of basic services and structures during times of fiscal stress, saving repeated start-up costs and providing continuity in training and services.

Medical Procedures, *from page 1*

school, the numbers are likely to rise unless schools develop procedures and personnel to deal with medical procedures safely and competently.

"Individual tragedies have already occurred," said Judith Igoe, professor at the University of Colorado School of Nursing in Denver. "We need to take action now rather than wait for the frequency of tragedies to escalate."

While *Tatro* is being challenged in the courts, other cases concerning medical care in schools are being debated on topics ranging from the provision of full-time nurses for students to disputes between the school and parents concerning medical doses.

"It is time for us to look carefully at the issue of who should provide medical aid to students," said Nancy D. Safer, CEC's executive director. "We must ensure schools develop policies that protect the students and the teachers. Just as we provide a quality education for students with disabilities, we must also ensure they receive quality medical services that enhance their school experience."

Few Safeguards, Training for Medical Procedures

Which school personnel performs medical procedures constitutes a grab-bag of individuals. A survey on the topic revealed that everyone from janitors to teachers to health assistants give medical assistance to students. Likewise, janitors, parents, and others who have had incomplete or inaccurate knowledge train school personnel in performing medical procedures. With this unstructured approach to providing medical aid, medical services have, at times, crossed the border from life-saving to life-threatening. In one case, a mother sent in 2 to 3 syringes of medication everyday, which the teacher administered. The teacher, who had no idea what the medications were, would have been unprepared if the child had had a reaction. In another example, the mother, who trained the teacher to perform tube feedings, blew in the tube to help the food go down faster—also blowing in air and germs, stated to Mary Oates, supervisor of school nurses in Lee County Schools, N.C.

"There was no guarantee that what people were doing was always correct, and no one was monitoring the training or performance of those performing the procedures," said Oates.

In this climate, many special education teachers have accepted the role of medical provider, even if they are uncomfortable with the responsibility. Unwilling to see a child go without help when no one else was available, special education teachers have learned medical procedures (often from mothers rather than medical personnel) and conducted them when needed.

For example, Sharon Gonder, CEC's 1992 Clarissa Hug Teacher of the Year, found she had multiple procedures she was expected to perform without training when she taught students with orthopedic disabilities. She ended up calling doctors, nurses, and parents to learn what to do.

"I was scared at first," she said, "but eventually I knew more about the student than anybody else did, and people were asking me what to do."

Like Gonder, teachers, especially special educators, may perform different types of medical processes, including tube feedings, catheterizations, insulin shots, and other procedures.

"Even though we have more students with disabilities in general education classes, some special education person in the building is responsible for helping with the inclusion process, and they usually also get the responsibility for performing medical services," said Gonder.

While these situations are common, they are far from ideal. Both educators and medical professionals say teachers should not be expected to perform medical procedures routinely, both because it takes instruction time away from other students and because having unqualified personnel perform such procedures endangers the student.

"Teachers should not be required or expected to perform medical procedures," said Norma Speckhart, former special education teacher at Children's Hospital and CEC's 1989 Clarissa Hug Teacher of the Year. "Teachers have enough to do. Taking care of academic needs is a full-time job. Medicine is a specialized area, and special education teachers, who do not have a background in medicine or pharmacology, are not prepared to provide that. Even simple delivery of what parents ask them to deliver can be dangerous. What if the child has a reaction?"

Cal Evans, compliance officer for Jordan School District, Utah, and past president of CASE, agrees.

"It is not in the best interest of students to have certified teachers involved in providing those kinds of support services," said Evans. "My personal preference is the last person to provide a medical service is a certified teacher."

Best Practices/Teachers Rights

Teachers need to know they have certain rights when they are asked to perform medical procedures. First, teachers should learn the medical practice and nursing laws in their state so they do not perform a procedure that requires a medical license. Generally, the head nurse for a district can provide this information, which is defined in the state's Nurse Practice Act. Second, if the teacher is required to perform a medical procedure, he or she should receive appropriate training, that is, have specific formal training by qualified medical personnel and proper supervision.

Third, special education teachers should not be shy about invoking their rights under the Individuals with Disabilities Education Act (IDEA) concerning medical procedures. For example, teachers can ask for the IEP team to be reconvened and request an evaluation of a child's medical needs, said Reed Martin, an attorney with expertise in special education law. The teacher can also request that medical personnel be made a part of the IEP team, so the team can get their input on appropriate medical services for children. Teachers can further protect themselves and their medically fragile students by not agreeing to perform medical procedures until they have a Nurse Practice Plan in hand, all their questions answered, and are comfortable performing required tasks. Teachers should ask as many questions as they can, Martin counseled.

Continues on page 15

North Carolina, Here We Come!

BY DANINE HEWITT

Nothing could be finer than to be in Carolina (and the 1999 CEC Annual Convention—with all expenses paid!). Fortunately, this is a possible goal if you start now to raise funds for your trip. Following are some great ideas your chapter can adopt to get the money for members to get to Charlotte, N.C., on April 14-18, 1999. It's the best place your chapter members can learn the latest instructional strategies in special education and expand their network to include leaders in the field, professionals, and students from across the country. Get started now, and by April, all you'll have to worry about is packing!

Recruit a Travel Agent

Find someone in your chapter to serve as your travel agent. This person should gather all kinds of information about the convention (dates, times, places, costs), keep members informed of the benefits of attendance, and plan projects to help fund the trip to North Carolina.

Rack Up Your Member-Get-A-Member Miles

Use the Member-Get-A-Member campaign to help your chapter earn FREE convention registrations. Simply have your new members fill out the specified form as they join CEC. You obtain half a point for each student membership you turn in. For each five points earned, you receive a free convention registration. The forms can be obtained from CEC Headquarters (call 888/CEC-SPED). The program is nothing but advantageous for all involved. The Member-Get-A-Member campaign ends November 13, 1999, so start racking up those points.

Contact AAA

Your student government office might not be AAA, but they probably have funds available for student organizations who apply for them. Check with your student activities office and start the paperwork process now. This is free money, so you have nothing to lose. Consider looking for grants that fund professional development. In return for the money, you may need to demonstrate what you learned; but as a teacher, talking about the new horizons you visited should be a breeze.

Pack Light—Hold a Garage Sale

It's a given. We all have things we can sell: old text books, clothes, jewelry, sweatshirts from old boy- or girlfriends, books we'll never read again. Hold a garage sale and get rid of that stuff. Check with your neighbors to see if you can sell their stuff, too. The University of Central Florida - Brevard Chapter has raised over $900 with two garage sales this year alone. The money is there, and the old cliche, holds true: "One man's junk is another man's treasure."

Good Things to Eat Are Always a Winner

You can never go wrong selling good things to eat. Hold bake sales early in the morning as other students are on their way to class. The life of college students is hectic, and hardly anyone takes the time to stop for breakfast. But a quick goodie on the run is always welcomed. Put up flyers around campus to let people know you will be holding a bake sale. And try asking for donations instead of pre-pricing the items. You never know what a professor or fellow student is willing to donate for a scrumptious treat early in the morning.

Going Once, Going Twice, Sold!

A silent auction is unique and requires little manpower. You will need to get donations for the auction. Develop a donation request letter that members can take to local businesses and ask for help. Usually businesses are more than willing to help an organization like CEC. Make sure you are specific in your letter so the businesses know what they are contributing to. Once the donations have been obtained, set up a table in the courtyard with one or two volunteers manning the table throughout the day. You will need slips of paper on which interested customers can submit their bids. Include name, daytime phone, and the price they are willing to donate for that item. When all is said and done, find the person who submitted the highest bid and call them to tell them they won and can pay for and pick up their item at a specified location.

Visit the Business Card Car Wash Before You Hit the Road

Let your networking skills do the dirty work for you in this project. Schedule a typical car wash—but do this one for free. (Of course you can ask for donations, but this is not where the emphasis lies.) Next, write a letter asking local businesses to become a corporate partner with your chapter. They do this by donating $20 and 50 business cards. In return, when you hold your car wash, you will give each customer a donated bag with the business cards of your partners inside. The majority of your income will already be in the bank, courtesy of your new-found friends.

If you have a great fundraising idea to share, e-mail Danine Hewitt at danine@mindspring.com. Watch for new ideas to be posted on the Student CEC web page. As you make plans to attend the convention, try out these ideas to get you headed toward new horizons.

We'll see you in North Carolina! □

Special Educators with Disabilities Overcome Challenges

Special educators of every type face challenges in their job. But special educators with disabilities deal with additional difficulties throughout their career. Following is advice from some exceptional special educators.

KM, a future special education teacher, has not let cerebral palsy or her wheelchair stand in her way. She works as a learning disabilities evaluator and provides services to students with disabilities in the post-secondary education setting. She suggests that her colleagues with disabilities rely on their friends to get through the rough times. To those considering careers in special education, KM advises learning about your abilities through volunteer work and finding a role model.

"Take other related jobs to build on your weaknesses and do volunteer work with people with disabilities to see if you can handle issues that arise," KM said. "Importantly, find an administrator you can identify with and take their suggestions and ideas."

Kelly Dailey, a new teacher with a learning disability, suggests that new or student teachers find ways to accommodate their disability and build on their strengths. As a student teacher, Dailey received harsh criticism from one of her colleagues.

"She would give me great comments on my teaching, my discipline, and my work with the kids, then point out that I misspelled words and say I was a terrible teacher," Dailey said.

Dailey now puts information on overheads before class so she doesn't have to write everything on the board.

Often, educators with disabilities turn their experience into something positive. Donald Gulick, a new special education teacher, says that having a disability is a help because he has an understanding of his students that nondisabled educators can't have. Gulick reports that while he was in college, some professors doubted his ability to become a special education teacher because of his speech and handwriting difficulties. He recommends that educators prove skeptical professors or administrators wrong with a confident attitude and by using accommodations and assistive technology if appropriate.

One of the biggest challenges educators with disabilities face is self-doubt. Jennifer, a teacher of students with mental retardation, questioned her career choice.

"What right do I have to be a teacher when I have learning problems of my own?" she asked.

Jennifer credits her success as a teacher to over-preparation of classroom lessons and plans.

Veteran teacher Marilyn says the biggest obstacle she faces as a special educator with Multiple Sclerosis is getting people to look beyond the wheelchair. To ensure people look at her first as a teacher, she tricks them!

"Initially I meet with parents while sitting down and convince them I will be an asset to their child before I let them see the wheelchair," she said. "Also, parents seem to feel more comfortable with me."

But having a disability is no guarantee of success as a special education teacher, Marilyn says. Traits such as commitment, energy, enthusiasm, and a sense of humor are important attributes of special education teachers—attributes that are independent of a disability. □

Are you interested in sharing your experiences and triumphs as a special educator with a disability? The National Clearinghouse for Professions in Special Education's Educators with Disabilities Network helps recruit and retain persons with disabilities and provides a mechanism to share personal strategies that can be used to help others. For more information, contact Judy Wald, 800/641-7824; TTY: 703/264-9480; e-mail: judyw@cec.sped.org or www.specialedcareers.org.

Some interviewees in this article wished to remain unidentified.

Canadian CEC Receives Grant for Transition

Canadian CEC recently received a grant for $60,000 from the Minister of Human Resources Development Canada to fund the project "Transitions: Implementing Training in Self-Determination." The project, headed by Richard Freeze, professor at the University of Manitoba, will target special and general educators, counselors, administrators, curriculum developers, and others who work with children and youth with disabilities. The project will result in two publications: a source book (literature review) and a handbook (best practices). Updates on the project will be posted on the CCEC Web site.

For more information, contact Bill Gowling, 613/747-9226.

New Book on Special Health Care in the School

Special Health Care in the School, by Terry Heinz Caldwell, Barbara Sirvis, Ann Witt Todaro, and Debbie S. Accouloumre, addresses the teacher's perspective in educating students with special health care needs. The book also provides general information as well as information on various conditions: traumatic brain injury (TBI), HIV, AIDS and AIDS-related complex, and technology-assisted students, e.g, those on ventilators. It also addresses general issues that affect the school's responsibilities with regard to students with special health needs, overall school planning issues, and relationships with parents and students. In addition, the book includes checklists for the procedures students may need while at school and educational concerns related to their conditions.

For information on this book and others in CEC's Mini-Library on Exceptional Children At Risk, see page 19 of CEC's fall catalog. This book, #P352, is only $8.00 plus shipping and handling for CEC members. To order or to get a copy of CEC's fall catalog, call 888/232-7733.

Division Focus

CASE
The Council of Administrators of Special Education

The CASE Board of Directors will hold its fall board meeting in San Antonio, Texas, in October. The CASE Board is comprised of the executive committee members and a representative from each of the CASE subdivisions in the U.S. and Canada. The board has a full agenda, including a review of the CASE Strategic Plan, consideration of the restructuring of CASE committees, and identification of issues CASE needs to address during the coming year. The board will also discuss possible constitutional changes to be placed before the membership in April. The constitutional changes would enable CASE to enact proposed changes in the structure and duties of CASE committees.

The 9th Annual CASE Conference, "IDEA New Directions: Strategies for Success," will be held on Nov. 12-14, 1998, in Myrtle Beach, N.C. The pre-registration deadline is Oct. 7. The brochure is available from the CASE office, 505/243-7622, or the CASE Web site: www. members.aol.com/ case-cec/index.htm.

Plans are also underway for the CASE Institute on Assessment and Accessing the Curriculum. The institute will be held Jan. 27-29, 1999, in Clearwater Beach, Fla. In October, CASE members should watch the mail for their registration forms.

CEC-DR
The Division for Research

CEC-DR is pleased to announce and seek nominations for the Distinguished Early Career Research Award to be presented at the 1999 Annual Convention in Charlotte. The award, sponsored by the Donald D. Hammill Foundation, includes an invitation to present at a featured CEC session at the 2000 Annual Convention in Vancouver, as well as a $1,000 cash award. The call for nominations for the Distinguished Early Career Research Award follows:

In recognition of the critical role of research to both current practice in and the future of the field of special education, the Division for Research seeks nominations for the Distinguished Early Career Research Award. This award recognizes individuals who have made outstanding scientific contributions in special education, in basic and/or applied research, within the first 10 years following receipt of the doctoral degree. Nominations are sought across all areas of special education as well as all forms of research methodology. Nominations of individuals who received their doctoral degrees during and since 1989 are sought. Deadline: Oct. 21, 1998 (note extended deadline).

For more information, contact Karen R. Harris, Co-Chair, CEC-DR Awards Committee, Department Of Special Education, 1308 Benjamin Building, University of Maryland, College Park, MD 20742, 301/405-6488.

Also, CEC-DR reminds members that a dues increase effective July 1, 1998, coincides with a new member benefit. For the cost of joining CEC-DR (now $29 for regular CEC members), CEC-DR members will begin receiving the *Journal of Special Education* as a member benefit this fall.

CEDS
The Council for Educational Diagnostic Services

CEDS is issuing a call for papers for its 1999 Annual Topical Conference, to be held in San Antonio, Texas, on Nov. 4-6, 1999. Topical areas include:

- Identification of and intervention of students with ADHD, emotional/behavioral disorders, learning disabilities, and multiple disabilities.
- Vocational assessment and transition to post-secondary placements.
- Assessment and information gathering techniques appropriate for inclusive students.

The deadline is March 26, 1999. For more information, contact Sandra Latchford at sandral@unb.ca.

DEC
The Division for Early Childhood

The 14th Annual DEC International Early Childhood Conference on Children with Special Needs will be held on Dec. 6-9, 1998, at the Chicago Hilton and Towers, Chicago, Ill. The 1998 conference includes many of the popular activities of past conferences as well as some new events. Popular sessions include:

- Been there, Done that, Didn't work: Innovative Solutions for Complex Problems of Practice.
- Forum on Developmentally Appropriate Practice, Disability, and Human Diversity.
- Focus on Collaboration between Head Start, Child Care, and Special Education.
- Research Roundtables.

Please join us in Chicago for what is sure to be an exciting opportunity to learn new information, share ideas, meet new colleagues, and focus on our commitment to young children with special needs and their families.

MRDD
The Division on Mental Retardation and Developmental Disabilities

In the first week of February 1999, two international conferences will be held in the beautiful Hawaiian Islands to give attendees and presenters the opportunity to participate in jointly planned and coordinated activities.

The 15th Annual Pacific Rim Conference on Disabilities, sponsored by the Center on Disability Studies, Hawaii University Affiliated Program, University of Hawaii, will be on Feb. 1-2 in Honolulu. Keynote speakers will be Judith Heumann, Assistant Secretary, Office of Special Education and Rehabilitative Services; Susan Swenson, Commissioner, Administration of Developmental Disabilities; and Helene Hodges, International ASCD. For more information, call 808/956-5009, FAX 808/956-7878, or e-mail huap@hawaii.edu.

The 6th International Conference on Mental Retardation and Other Developmental Disabilities, sponsored by CEC and MRDD, will be Feb. 3-6 on the Island of Maui. Keynote speakers are Rutherford and Ann Turnbull, Anne Donnellan, and Eugene Edgar. For more information, call 334/626-3480, FAX 334/621-0119, or e-mail Pparrish@aol.com.

The deadline for the call for proposals for both conferences is Oct. 1, 1998. Sub-

missions should not exceed 150 words. Mail calls for both conferences to Polly Parrish, 6800 Bayou Run, Spanish Fort, AL 36527.

Multicultural, *from page 1*

sor at the University of South Florida at Tampa, who is co-chairing the 1998 Multicultural Symposium along with James R. Yates, professor at the University of Texas at Austin. "We are focusing on going beyond rhetoric into actualizing strategies for improving academic and social outcomes. And, we are most pleased that we are taking a phenomenon (disproportionate representation) that has plagued our field for decades and developing strategies to reduce the rate students are inappropriately placed in special education and improve the rate they are placed in gifted education."

Symposium strands are: disproportionate representation, language and literacy, behavior and social skills, culturally affirming instructional strategies, family and community involvement and collaboration, teacher education and professional preparation, and research on culturally and linguistically diverse populations.

Following are highlights of this important and exciting educational event for special and general educators.

Two Incredible Keynote Speakers

The symposium will host two dynamic keynote speakers, Lillian Roybal Rose, specialist in cross-cultural communication, and Clifton L. Taulbert, distinguished lecturer, award-winning author, and 1996 recipient of the NAACP Image Award.

Rose, who will speak on Nov. 5, will give attendees perspectives on working with students with exceptionalities that draw on experience as well as professional expertise. Rose fondly recalls the special education teacher who helped her 2nd-grade daughter express herself by telling her to draw her feelings. Now that daughter is pursuing her college degree in art and plans to work with children with special needs. With insights drawn from her personal story, combined with her fresh and inspiring views, Rose will captivate all attendees as she demonstrates how they can break through barriers and touch those "hard to reach students" through cross-cultural communications.

The symposium's second keynote speaker, Taulbert, will focus on timeless and universal ideals that are not held captive by race, gender, or geography; and he will show how these ideas must be put into practice if they are to make a difference in others' lives. For example, friendship, which is the fourth habit of the heart, according to Taulbert, has the capacity to build bridges that last a lifetime. But, that friendship must be more than a "high 5" or a pat on the back—we must be willing to share our lives.

"Educators, the students, and their parents must be challenged to recognize the value of their humanity, their inner skills, their emotional muscle, and encouraged to bring them to the many places in their lives," Taulbert says.

Get In on the Act

They say every person has a story and all the world's a stage. What they don't know is that it all comes together at the 1998 Multicultural Symposium. In one of our new, non-traditional formats, audience members can see their stories enacted on stage. In a special performance by the improvisational DC Playback Theatre, the actors will bring the personal stories of individuals in the audience to life, then lead a discussion on how the enactment affected audience members. Symposium attendees will never forget the impact of this conscious-raising experience concerning issues of diversity and social justice.

Institute on Disproportionate Representation

CEC's Institute on Disproportionate Representation, to be held on Nov. 4, goes far beyond former discussions on this important issue. In addition to individuals from higher education, presenters will include officers from the Office of Civil Rights (OCR), school district officials, and the director of the Walker-Wheelock Institute for Equity in Schools. The interactive, hands-on sessions are designed so that attendees will leave with actual strategies as to how to address issues of disproportionate representation and eliminate them in whatever situations they find themselves, according to James Patton, institute chair and professor at The College of William & Mary. The institute sessions will pay particular attention to the prevention of disproportionality through best practices and identification, referral, evaluation, classification, and placement of students from diverse backgrounds. Attendees will also learn how to conduct self-evaluations and reviews of special education so they can identify the practices and procedures in their own schools and districts that cause disproportionality. Finally, attendees will learn how to respond to an OCR audit.

CEC's Institute on Disproportionate Representation will present a comprehensive, well-rounded look at effective solutions to the problem of disproportionate representation in our nation's schools. Participants will leave with knowledge about how systems are changed as they address and eliminate disproportionality and how changes take place in professional development, at the school board level, in central administration, in the community, and in the students' families, according to Patton.

"Our attendees will be better able to be ethical leaders and change agents as they respond to the challenge of disproportionate representation," said Patton.

Sign up today for this informative and exciting conference on educating culturally and linguistically diverse exceptional learners. There is simply no other symposium that can match the excellence of the presenters and timeliness and usefulness of the information to be presented. □

Register four members together, and the fifth attends free! To register, call 888/CEC-SPED or see the CEC Web site: www.cec.sped.org.

What Do Principals Want from Special Education Teachers?

To help special education teachers understand their principal's needs, *CEC Today* asked two principals what they want from their special education teachers. Jill Eaton, principal of Walter Jackson Elementary School in Decator, Ala., and Gwen Poss, principal of Olathe South High School in Olathe, Kan., gave us some insights into what principals need from their special education teachers.

Is it more helpful to you for special education teachers to become "experts" in a particular disability or to have a broad-based knowledge of different disabilities?

Poss: I need them to have broad-based knowledge. The LD teacher needs to know how to work with kids with learning disabilities, hearing impairments . . . the whole scope of student needs. If special education teachers have a student with a disability with which they have limited knowledge, then they should go to an expert in that area and ask questions.

Special education teachers also need to know the services available or someone they can call for additional services such as mental health or social workers parents can hook up with.

Eaton: I want special education teachers to be experts in reading or math and the main disabilities we have in our school, such as LD and emotional conflict. It's important for special educators to keep up in content areas as well as special education. Even if they are not able to implement a new idea, I include them in inservices for reading and math so they are aware of what is going on in the general classroom and how general teachers are working with their kids.

Do you depend on special education teachers to know special education law?

Eaton: I expect them to keep up with and be experts in their areas of special education law. There are so many things to know about concerning IEPs, screening.... I depend on special education teachers to keep us all straight.

Poss: I depend on them to stay current with laws. I understand special education law from a broad sense, but the special education teachers have got to be experts on the details of special education law. I depend on them to keep us in compliance and ensure we are doing the right thing for the student.

What is the best way for a special education teacher to handle a problem, such as resources for their students or a discipline problem?

Poss: Special education teachers should work to get what they need through their department meeting, where they put a proposal together, then set up a time and present it to me. Or they can invite me to their meeting to share their concerns. They could say, " We have a department meeting coming up and we'd like you to be there." They should give me the agenda items, so I can come prepared.

It also helps if the special education teachers come to me with possible solutions, not just a problem.

Eaton: If there is a problem, I need to be informed. That way, if a parent is angry about us taking too long to test, I can call him or her if I need to. If the special educator lacks resources or doesn't have the necessary materials, let me know. Often I hear of places to get extra help. If I don't know the special education teacher's needs, I can't steer him or her in the right direction for help. Whatever the situation is, if it might cause a problem or need a solution, the teacher needs to be very open with the principal.

Also, special education teachers need to keep principals informed of praise they receive. It's important that the principal knows people are pleased with what special education teachers are doing.

How can special education teachers improve communication between the principal and themselves?

Eaton: Any time the special education teacher has a new concept they want to try or to implement something, they should let the principal know. Some special education teachers and the special education coordinator do a lot of talking, and things are done in the school the principal is not aware of. If there is something new or changes to be made, the special education teacher needs to approach the principal and set up a time to talk about it. Most principals don't want to be authoritarian, they just want to be informed of things that are going on in the building.

Poss: Special education teachers could invite the principal to attend their department meetings. Information to be shared includes philosophies about special education, as well as what is and isn't working. It also helps when special education teachers don't see everything as a crisis but discriminate between situations. A better way is to sit down and talk about revamping situations rather than demanding that everything be fixed NOW!

How can special education teachers improve relationships with other faculty and staff?

Poss: Special education teachers should take it upon themselves to give inservices. This makes them a visible part of the faculty and lets other staff know they know what they are talking about when it comes to instructional strategies.

Eaton: The special education teacher should talk about their role and take leadership in educating other people. At the beginning of school, they can go from class to class, talk about planning time, and inform teachers about the students that need special services, and give the teachers some background. The special education teacher needs to take the lead, go to the teacher, and say, "These are your kids. These are the skills I need to work with them on.

Continues on page 11

New Findings on Teaching Reading

The National Research Council's Report on Reading, to be released this fall, identified three features of effective reading instruction, according to Annemarie Palincsar, professor of reading and literacy at the University of Michigan and member of CEC Chapter #1000. They are

- **Alphabetic Principles**—Students should be given an opportunity to learn alphabetic principles—the relationship between letters and sound and how to use their knowledge of words and language to decode unfamiliar words.
- **Reading as a Meaningful Process**—Effective instruction focuses on teaching reading for meaning. Students should be taught to read for understanding, i.e., asking how they know the story makes sense, asking them to paraphrase or retell the story; teaching students to make and test their predictions as to what will occur next in the story, or identifying story grammar (the characters, setting, and problem).
- **Opportunity to Develop Fluency**—Students should be given an opportunity to read a broad range of materials for a variety of purposes.

Implications for Special Educators

This research indicates that most students, even those with serious reading problems, need more good instruction, not a different form of instruction, says Palincsar. While students with disabilities need more intensive and sustained support, they may not need a different kind of teaching.

However, that does not mean specialists do not have an important role to play, Palincsar emphasized. Rather than doing away with specialists, she recommends that reading specialists and special education teachers complement each other. Reading and special education teachers need cooperative planning time so they can coordinate their work with poor readers, for their students need a consistent approach to reading instruction, Palincsar continued. In fact, differing approaches on reading instruction can be harmful to such students, she said.

Palincsar also recommended that schools develop good indicators and screening assessments to identify students with language problems, as well as early intervention programs to help students avoid severe reading difficulties.

In addition, Palincsar said that schools must provide reading support to older students. It is around 4th grade, when more is expected from reading texts, that many students first exhibit reading difficulties. Schools must have a process to monitor student progress in reading into the upper elementary grades, as well as the resources to support students as they move through the upper grades. □

TAKE IT FOR granted

Technology and Media Services for Students with Disabilities—To develop a technology-based early intervention approach to improve education for preschool, elementary, and secondary school students with disabilities. Deadline: Dec. 18. Eligibility: State and local education agencies, colleges, and universities. Contact: Grants and Contracts Services Team, 202/260-9182, CFDA #84.327A.

Upward Bound Math/Science—For the Upward Bound program to encourage youths to complete high school and continue with post-secondary education and pursue math and science careers. Deadline: Oct. 30. Eligibility: Colleges and universities; public and private agencies and organizations; secondary schools, and consortia. Contact: Grants and Contracts Team, 202/260-9182, CFDA #84.217.

K-12 Connections to the Internet—The National Science Foundation is inviting applications for innovative technologies to provide Internet access and accelerate network development in K-12 schools, vocational schools, public libraries, and museums. Deadline: Jan. 31. Eligibility: U.S. research and education institutions. Contact: Advanced Networking Infrastructure and Research Division, 703/306-1949, NFS 98-102.

Internet Technologies Program—The National Science Foundation is inviting applications for projects to improve the operational or functional capabilities of the Internet. Deadline: None. Eligibility: Nonprofit and for-profit organizations, state and local governments, and individuals. Contact: Internet Technologies, 703/306-1949, NSF 98-104.

Principals, *from page 10*

Based on this skill, what is the best time to pull them out of your class or me to come in?" Special education teachers should also explain testing and the kinds of things regular educators need to look for in making a referral in faculty meetings.

Is it important for special education teachers to belong to a professional association?

Eaton: It's important for all teachers to be involved in a professional association. That's where they learn about the latest materials, research, technology, and ideas, especially if they have been out of school for a while. Plus, we need the comaraderie of others in the profession. It also gives you different people in your field to call and ask how to handle a situation. Teachers are more apt to do that when they don't have to admit to someone at home that they don't know the answer, but you still have a colleague who totally understands your situation.

Poss: Belonging to a professional association is important for everybody. That's where you get new ideas, network, and stay current. It helps you make good decisions when new ideas come out. □

What the PRSE Means to Me

CEC's Professionally Recognized Special Educator Program, which recognizes special educators as qualified professionals, is the only one of its kind. Following, some of our PRSE recipients tell what the PRSE means to them and how it has impacted them as educators.

Professional certification for special educators came at a very critical time for me and helped ease the frustration of not being able to apply for National Board Certification. I loved the idea of board certification but quickly learned this important program is not yet offered in special education. The National Board's standards for advanced certification won't become a reality for a year or two. I felt frustrated that such an important program is offered to some teachers but not to all teachers.

When I learned about the opportunity CEC offered to honor qualified educators, I was thrilled.

This is my 16th year teaching students with exceptional needs, and I have worked alongside some master teachers. I am very proud that now their expertise, dedication, talent, knowledge, and enthusiasm can be recognized in such a professional manner. The students we teach deserve no less than being served by such professionals. I am very pleased that these talents can be acknowledged in such a meaningful way.

To me, the PRSE program is a "win-win" measure for everyone involved in the education of children with exceptionalities.

For myself (and my fellow special educators), the PRSE provides recognition for my education, my experience, my expertise, and my professionalism. I am proud to hang my PRSE certificate on my wall to let my students, their parents, and my colleagues know that I have met the standards of my profession.

The PRSE also tells me which of my colleagues have met my profession's standards. These are the colleagues I am going to go to for help and advice. I hope my fellow professionals will have higher expectations of me (and I of them) because I have received the PRSE. I am excited about the PRSE program because I see in it the potential to improve and increase the quality of education for students with exceptionalities. Everybody wins with the PRSE: students, colleagues, employers, the public, and future special educators.

Beth Ritchie
Vocational Training Teacher
Winston Salem, NC

As I begin my fourth year teaching exceptional students, it is essential for me to obtain PRSE recognition. Obtaining a PRSE endorsement will solidify my qualifications and distinguish me from others in the field.

I received my special education training in Pennsylvania, where I was certified to teach all students with disabilities, but I began my teaching career in Virginia. Initially, I didn't worry about certification, because Virginia and Pennsylvania have reciprocity—or so I thought.

However, despite the fact that I was successfully teaching students with moderate/severe disabilities (and nominated for the Sallie Mae New Teacher of the Year Award), Virginia required that I return to school to take an additional seven courses (21 credit hours) to remain in the classroom. Since that was not a viable option, I left a school I loved and students who needed me.

I am hoping the PRSE recognition and efforts made by CEC will provide new standards for teacher training and the development of certification requirements that will be more consistent from state to state, thus ensuring capable and caring teachers are in our classrooms.

Nikki Pivovar
Special Education Teacher
Fairfax, VA

Earning the PRSE means I have been recognized by my colleagues in the field of special education as one who has made that extra commitment to not only meeting high standards but to maintain those high standards in the future. It also acknowledges the need for continuing my own education to ensure I can always bring the latest ideas to my students.

As a teacher in a National Blue Ribbon School, it further enhances the school's reputation as one that strives to provide a high quality education to its students.

It is a personal achievement that I can be proud to display, showing the world I have made the grade. I am NOT one of those teachers the media likes to bash, but one that can be held up as a role model to kids.

Marc Hissam
Middle School Emotional Support Teacher
Allentown, PA

This certificate is an affirmation that I meet the international standards, professional commitment, and ethics of my profession. It ensures that I will stay current in the field of special education as I continue with professional development activities. It is also a "letter of recommendation," readily available if I am ever to move to a new district or state. I am proud to have PRSE follow my name on my business cards and stationary. It lets colleagues and parents know that "I meet CEC's standards for practice in my field and I practice within the ethics of my profession."

Janet Burdick
CEC Governor-At-Large
Twin Falls, Idaho

For information about receiving your PRSE, call 888/CEC-SPED, or see the CEC Web site: www.cec.sped.org.

Call for Nominations: Executive Committee

CEC members have the privilege and responsibility of submitting names of candidates for the following upcoming vacancies on the Executive Committee of the Board of Governors.

Office: First Vice President*
Current Office Holder: Hellen Bogie
Term of Office: 1999-2003

Office: Governor-at-Large, Classroom Ranks
Current Office Holder: Rosalie Dibert
Term of Office: 1999-2002

Office: Governor-at-Large, Diverse Ethnic and Multicultural Groups
Current Office Holder: Sharon Ishii-Jordan
Term of Office: 1999-2002

*The individual elected to this office assumes the position of First Vice President during 1999-2000; President Elect during 2000-2001; President during 2001-2002; and Immediate Past President during 2002-2003.

Nomination Procedures and Guidelines

Any Council member or unit may submit names for any of the above offices. Names and supporting information on these candidates will be presented to the CEC Board of Governors, in its role as CEC's Nominations Committee, for a ballot vote resulting in the selection of a slate of nominees for each vacancy. This slate of candidates will be announced in the February 1999 issue of *CEC Today* and voted on by the Delegate Assembly at the 1999 Annual Convention in Charlotte.

Qualifications that contribute to the successful nomination of a candidate include such factors as length of membership in CEC; active participation in CEC affairs on local, state/provincial, and international levels; and professional contributions to the field. Members of units of CEC submitting names for a vacancy should provide the following information:

- Name, address, and telephone number(s) of nominee.
- Office for which the person is being nominated.
- Length of membership in CEC. (The candidate must be a current CEC member.)
- A completed and signed "Biographical Information Form" prepared by the nominee. (Call 703/264-9487, e-mail: karenu@cec.sped.org.)
- Name, address, and unit affiliation (if any) of the person submitting the candidate's name. □

All nominations and supporting materials must be postmarked by November 20, 1998. Send them to Linda Marsal, Chair, Nominations Committee, CEC, 1920 Association Dr., Reston, VA 20191-1589.

CEC honor roll

Ed Martin, president emeritus of the National Center for Disability Services and member of CEC Chapter #296, received an honorary degree at Long Island University's C.W. Post Campus for his perseverance, dedication to the field, commitment to community, and service as a role model to students.

Eunice Schwartz, special education teacher and member of CEC Chapter #615, received a national grant from the National Peace Corp. Association and Global Teaching Network for her work with reverse inclusion. Schwartz had her sixth grade general education students peer tutor her students with developmental delays on life skills and academics.

Student CEC Chapter #750 at New York University received New York University's President's Service Award for Outstanding Programming. The chapter received the award for its commitment to bringing programming to students that extends their knowledge regarding disabilities and the teaching profession.

EXTRA credit

Educational Workshops for K-12 Teachers—The National Aeronautics and Space Administration (NASA) is offering workshops for elementary school and secondary math, science, and technology teachers. Teachers visit NASA, examine its program areas, collect educational materials, and work with others to apply new knowledge and skills in their classrooms. Deadline: Feb. 20. Eligibility: Certified public and private school teachers with at least three years experience. Contact: Tyson Brown, 703/243-7100, or fax-on-demand, 888/400-6782, doc. #581.

Newsletter for Individuals with Disabilities—Disability News You Can Use includes money-saving tips and hard-to-find resources for individuals with disabilities. Cost: $25. For information, call 360/694-2462.

Handbook for K-12 Teachers Promotes Internet Access—The Internet: An Inclusive Magnet for Teaching All Students by the World Institute on Disability promotes access to the Internet for students with disabilities and low English proficiency. Includes practical tips, general access guidelines, and resource listings. Cost: $5.00 or see www.wid.org/tech/handbook/. For more information, call 510/763-4100.

Peer Reviewers Needed—The U.S. Office of Special Education and Rehabilitative Services is expanding and diversifying its pool of peer reviewers for discretionary grants. Reviewers receive an honorarium of $100 per day. For information, call 202/628-8080.

Online Resource on Special Education Techniques—The University of Virginia's special education Web site catalogs and describes the latest advances in validated teaching techniques. Web site: http://curry.edschool.Virginia.EDU/go/specialed.

Online Program Helps Students Master Challenging Subjects—An e-mail-based volunteer program helps students master mathematics, science, and technology. The site includes telementoring, Q & A, and other electronic services. Web site: www.ed.gov/pubs/emath/.

Don't Add Medical Procedures to Teachers' Responsibilities

BY ROSALIE DIBERT

In the early 1960s, while I was a college student, my mother was teaching 2nd grade. She told me she had recently gotten a new student, a little girl with epilepsy, and she wanted to know if I could tell her what I had learned about this child's medical needs. The only information mom had gotten was a bottle of pills and instructions by the principal to see that the girl took one every day at lunch time. She was also to keep a log of the number of seizures the student had and was to "keep the child safe." So much for my mom's inservice training about kids with special medical needs.

Fast forward to the classroom of the late 1990s. In addition to the traditional educational accoutrements—pencils, books, and pull-down maps, you may find an oxygen tank, an epipen, or at least a box of latex gloves.

Over the years, as a nation, we have embraced technology. The same technology that made it possible for us to put men on the moon now enables students with serious medical problems and life-threatening conditions to come to school and take their places in our classrooms. The dilemma is, who is responsible for meeting the medical needs of these students?

A History of Medical Personnel to Attend to Medical Needs

At first, the vast majority of students needing medical interventions during the school day frequently attended programs in somewhat segregated settings. It was about this time that CEC, the American Federation of Teachers, and several other organizations concerned with meeting the medical needs of students in our nation's classrooms published a document meant to provide a framework and guidelines for meeting those needs.

The assumption was that a registered school nurse, physical and occupational therapists, and trained health aides would be present in these settings to handle the day-to-day medical needs of students and provide expert assistance in case of medical emergencies. A teacher's responsibilities were, at most, to monitor a student's medical needs.

Changing History

Oh, but the times have changed. Parents, advocates, and students have clamored for inclusive settings in neighborhood schools. Segregated settings are being phased out. School districts are attempting to meet the special medical needs of students with itinerant nurses and therapists, if they are available, and in some cases, health care aides. Where does all this leave the average classroom teacher?

In my opinion, somewhere between a rock and a hard place. Teachers have a responsibility to meet the needs of their students. Should that responsibility be extended to include the ongoing daily medical needs that some students require?

I think not—for a variety of reasons.

Medical Needs Are Not the Teacher's Responsibility

In order to be prepared to teach in today's classrooms, teachers need to know about and be trained to do many things. Computer literacy, the ability to teach in a variety of ways to a population of diverse learners, and the belief that all students can learn comes to mind. So does basic First Aid, CPR, and the Heimlich maneuver. But beyond that—no!

No one wants a student in medical distress to have to wait for help. But neither should any one want a language arts group to have to wait while a teacher provides for the medical needs of a student on a regular basis, even if the teacher is willing and well-trained. Teachers cannot and should not be expected to be all things to all students.

Common sense tells us that a paramedic or the trained health professional should not teach algebra or reading on a regular basis. They have not been properly trained to deliver education. That same logic spells out why school districts should not expect teachers of reading or algebra or any other subject to administer medical procedures to the students in their classrooms on a daily basis.

As more students with medical needs enter our classrooms, school districts will have to provide trained medical staff to minister to their needs. To do anything less would be inhumane. □

Rosalie Dibert is a special education teacher at the Pioneer Education Center in Pittsburgh, Penn. She is CEC's 1990 Clarissa Hug Teacher of the Year.

Survey:

What Do You Think about Special Educators Administering Medical Procedures?

Have you ever been required to administer medical services to a student?	yes	no
If so, was professional training required?	yes	no
Does your school have backup plans in place for students who need medical procedures?	yes	no
Do you think special education teachers should be required to administer medical procedures?	yes	no
Are health aides provided in your school?	yes	no

Return the survey to CEC via fax: 703/620-4334, write CEC Today Editor, CEC, 1920 Association Dr., Reston, VA 20191, or on the CEC Web site: www.cec.sped.org.

Medical Procedures, *from page 5*

He further recommends that teachers get as much information as possible about a medical diagnosis and medications given to treat it. Even seemingly simple procedures, such as monitoring medication or looking for possible side effects can contain risks teachers could remain unaware of unless they ask. For example, changing medication levels may cause seizures—some of which may look like the student has only fallen asleep.

Martin suggests teachers should develop a series of "what ifs" and develop protocol around each possible contingency, so that staff is as prepared as possible—no matter what may happen. To further help prepare for unforeseen eventualities, teachers should also get permission to call a student's doctor or nurse if necessary.

"Don't leave anything to chance!" Martin said.

Another integral part of serving a child who needs medical assistance is the detailed care plan, which outlines procedures and policies to be followed. The plan should state what needs to be done and who can do it legally. The plan should be shared with everyone who works with the child.

Additionally, every school should have a policy stating what the role of teachers will be in assisting with the medical and health needs of students, said Bill Healey, professor at the University of Nevada, Las Vegas, and member of CEC Chapter #406.

Though most educators are more concerned about harming a child when performing a medical procedure, there is also the question of liability if something should go wrong. Most states provide immunity to teachers who are providing this service and following proper procedures. However, Martin warns that teachers also should have liability insurance.

Other Solutions

While many predict that more teachers will be asked to provide medical services for their students, some states and districts use other personnel to perform these tasks. For example, districts in North Carolina often employ health aides for this purpose. The health aides, who are certified, have the knowledge and background to perform medical procedures properly. These employees carry out medical care plans for students, may assist occupational or physical therapists or perform follow-up activities, help students get lunch trays, and/or act as teachers' assistants if they are not needed elsewhere. Depending on the needs of the students, a health aide may be responsible for just one school or two or more. So that they can be called on a moment's notice, the health aide carries a beeper or walkie talkie. Also, the health aide has a backup, which may be a teacher's aide or a teacher.

Other states use paraeducators, who are trained in specific procedures, to perform medical procedures. In such cases, the special education teacher may be responsible for identifying the staff or resources to provide medical services or help develop a health care plan for a student, said Evans.

Of course, the best possible solution is to have nurses available to perform medical procedures. Speckhart says every special education setting should have a nurse, for they know not only how to provide medical services but which medications are incompatible with others. Unfortunately, every school does not have a nurse, much less a nurse in every special education setting.

Court Cases

Many disputes pertaining to the provision of medical services for students are being settled in the courts. The biggest case, which is going before the Supreme Court, is *Cedar Rapids Community School District vs. Garret F.* The high court will determine whether the school must provide continuous nursing services to a student with disabilities. But the larger issue in this case, which challenges the 14-year ruling made in *Irving Independent School District vs. Trato*, is what type of services school districts must pay for under IDEA. In *Trato*, the Supreme Court established two tests to determine whether a school must provide a medical service:

- The service is required to enable a student to benefit from an education.
- The service is excluded from IDEA's mandate because it is considered a "diagnostic and evaluation" standard of a medical service.

Under this interpretation of the law, services that can be provided in the school setting by a nurse or qualified layperson are considered a related service and must be provided by the school. This, and other cases that have come before the courts in the past few years, focus on whether the school must provide (or pay for) medical services. Often the question of who will provide medical services is not addressed.

However, a cry for such a determination is being raised.

"We need a summit involving the National Nursing Coalition for School Health, CEC, NEA, AFT, and other educational groups at which conversation between people on the front lines can occur," said Igoe. "These groups should present joint statements and guidelines for the nation to follow." □

CEC and the Association of Health Educators are sponsoring the "National Forum on the Implications for Professional Preparation of Special Education Teachers in Health Education" on Oct. 30 - Nov. 1, 1998. The forum will discuss professional preparation of special education teachers in health education and form recommendations.

Visit CEC's "Lesson Swap & Share" for New Ideas

Need ideas for lesson plans or information about a strategy you want to try? Check out CEC's discussion board, "Lesson Swap & Share" at www.cec.sped.org under the Discussion Forum marker. You'll find lessons and ideas for every age group and in various subjects—and you might even find a pen pal or mentor for you or your students!

CALENDAR OF CEC events

october

October 10, 1998
Maryland CEC Federation Conference, "IDEA - New Regs Implemented." The Brass Duck, Laurel, MD. Contact: Val Sharpe, 5104 Bonnie Brae, Ellicott City, MD 21043, 410/480-9667, e-mail: vmkko@aol.com.

October 14-17, 1998
CEDS 1998 Topical Conference, "Assessment for Intervention." Alexis Park Resort, Las Vegas, NV. Contact: Sandra Latchford, 506/453-3515, FAX 506/453-4765, e-mail: sandral@unb.ca.

October 15-16, 1998
DCDT Midwest Conference, "Transition: Piecing It All Together!" Sponsored by Kansas DCDT Subdivision. Holiday Inn-Crowne Plaza, Kansas City, KS. Contact: Yvonne Unruh, 785/286-8300; Beverly Silvers, 913/583-8365; Randi Swenson, 913/681-4174.

October 15-17, 1998
Florida CEC Federation Conference. Adam's Mark Hotel at the Florida Mall, Orlando, FL. Contact: Wynne Tye, 14520 Middlefield Lane, Odessa, FL 33556.

October 16, 1998
MNCCBD/MEED State Conference. "A Multi-Dimensional Look at EBD: Assessment, Identification, and Intervention." Sponsored by the Minnesota CCBD. University of St. Thomas Campus in St. Paul, MN. Contact: Lori Furrer, 715/684-2404.

October 21-24, 1998
California CEC Federation Conference, "The Next Generation." Cathedral Hill Hotel, San Francisco, CA. Proposals contact: Lee Sandoval, 309 Browning Ct, Roseville, CA 95747-5833. Registration contact: Details Details, 916/443-3855.

October 24, 1998
Maryland Federation Fall Conference "Get the IDEA? Public Law 105-17." Best Western Maryland Inn, Laurel, MD. Contact: Jenny Weaver, 301/797-0896.

October 29-30, 1998
Kansas CEC Federation Conference, "Collaboration." Manhattan Holidome, Manhattan, KS. Contact: Sue Anne Kline, 913/642-5704, e-mail: sakline101@aol.com

October 29-30,1998
Wisconsin CEC Federation Conference, "Probing the Future." Pioneer Inn, Oshkosh, WI. Contact: Rod Anderson, 30155 South Bethesda Circle, Waukesha, WI 53188.

October 29-31, 1998
Illinois CEC Federation Convention, "Celebrating 50 years". Arlington Park Hilton, IL, Contact: Robert E. Abbott, ICEC, P. O. Box 595, Waukegan, IL 60079-0595, 847/578-9494.

november

November 5-6, 1998
CEC/DDEL Symposium, "Beyond the Rhetoric: Celebrating Successes and Confronting Challenges." Hyatt Regency on Capitol Hill, Washington, DC. Contact: CEC, 888/232-7733.

November 5-6, 1998
Arkansas CEC Federation Conference, "New Horizons." Hot Springs Convention Center, Hot Springs, AR. Contact: Kathy Balkman, 501/223-3538, balkmak@holly.hsu.edu; or Barbara Gartin, 501/575-7409, bgartin@comp.uark.edu.

November 5-6, 1998
WVFCEC 25th Anniversary Conference, "Our Students Succeed." Charleston Town Center Marriott, Charleston, WV 25301. Contact: Linda Palenchar, e-mail www.lpalenchar@aol.com.

November 5-6, 1998
Pennsylvania Federation Conference, "Making the New IDEA(s) Work." Hershey-Harrisburg Holiday Inn, Grantville, PA. Contact: Ron Mirso, 610/932-6631.

November 5-7, 1998
New York CEC Federation Conference. "Traditional Practices, New Insights: Blending the Best of Special Education." Marriott Hotel, Buffalo, NY. Contact: Michaelene Meger: 716/878-5318.

November 11-13, 1998
Newfoundland CEC Federation Conference, "Special Matters Beyond 2000: Newfound Frontiers." Memorial University of NF, St. John's, NF. Contact: Ross Newhook, 709/227-2041.

November 11-14, 1998
21st Annual TED Conference, "Bridging to the 21st Century: Implications for Personnel Preparation and Service Delivery." Harvey Hotel, Dallas (Irving), TX. Contact: Kathlene Shank, 217/581-5315, e-mail: cfkss@eiu.edu.

THE COUNCIL FOR EXCEPTIONAL CHILDREN
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Reston, VA 20191-1589

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EXCLUSIVELY FOR MEMBERS OF THE COUNCIL FOR EXCEPTIONAL CHILDREN

Vol. 5 No. 4
November 1998

Celebrate Your Students' Successes!!

Do you know a student with a disability who has triumphed against the odds? Then nominate him or her for a Foundation for Exceptional Children's (FEC's) Yes! I Can Award.

FEC awards 35 Yes! I Can Awards to students with disabilities and their accomplishments in

- **Academics**
- **Arts**
- **Athletics**
- **Community Service**
- **Employment**
- **Extracurricular Activities**
- **Independent Living Skills**

Nominees must be 2-21 years of age. Deadline: January 4, 1999.

For more information, see the CEC Web site: www.cec.sped.org or call 703/620-1054.

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CEC Brings the Latest Information on IEPs and Discipline to Your Door10

First Good Neighbor Award Recipient Theresa Santiago Honored ...12

Individualization Is Essential to Special Education 14

Teachers' Actions Don't Match Their Beliefs

You hear about a case in which a teacher has discriminated against a student, either because of race, culture, sex, or age. As a caring, knowledgeable educator, your first thought is, "I (or my district) would never do that!"

But, the facts show that though we believe in treating our students equally and objectively, our actions often don't match our beliefs. Our blindness to some of our weaknesses, along with improper assessment measures for students of diverse backgrounds, has resulted in the misplacement of high numbers of such students in special education, low numbers of these students in gifted education, and improper instructional strategies across all disciplines for this special population.

Fortunately, the field is identifying strategies to redress this situation as well as help educators become more culturally astute teachers. Some effective techniques involve

Clifton L. Taulbert, keynote speakers, captivates the audience with his moving personal story.

helping educators realize their own cultural background, strengthening cross-cultural communication, correctly interpreting culturally different communication techniques, and employing instructional strategies that build on students' cultural experiences.

These and other revelations disclosed at CEC's and its Division for Culturally and

Continues on page 5

Assessments Fail to Give Teachers Relevant Information

Though students with disabilities are routinely given assessments to determine their eligibility for special education services, these assessments rarely provide special or general education teachers the information they need to provide effective instruction. Too often, teachers are given only an overall score for a student's IQ or achievement level, which provides only limited information about a student's functioning. In other cases, the assessments are too narrow to provide an accurate picture of the student's abilities.

To redress this situation, assessments need to be restructured and teachers need to receive more complete information, according to experts in the field. Rather than giving students a standard set of tests, such as the Wechsler and Woodcock-Johnson, as is often the case, educational diagnosticians must broaden their use of assessment tools. In addition, educational diagnosticians should know when they can appropriately provide students with accommodations for individual assessments.

While assessments have always played a central role in determining a student's eligibility for special education, they have come under fire in the past few years. Critics claim that current assessment techniques do

Continues on page 9

Need a Gift Idea for the Winter Holidays? Let CEC Help!

CEC has hundreds of wonderful gift ideas for special educators to give to their colleagues, mentors, mentees, and others on their 1998 gift list. Following are just a few of our most popular items.

Publish and Flourish - P5273, $24.95 (Non-member), $17.50 (Member)

What Every Special Educator Must Know: The International Standards for the Preparation and Licensure of Special Educators - R5277, $16.00 (Non-member), $11.20 (Member)

Survival Guide for the First-Year Special Education Teacher, Revised - P335R, $13.20 (Non-member), $9.30 (Member)

Secrets of Discipline for Parents and Teachers
Book - S5285, $12.95
Video, close captioned - S5286, $18.95

College Planning for Gifted Students, Second Edition - P330S, $24.00 (Non-member), $16.80 (Member)

Raising Your Child To Be Gifted: Successful Parents Speak! - S5149, $21.00 (Non-member), $19.00 (Member)

Make A Difference T-shirts
Large - B5168, $11.00
XL - B5169, $11.00
XXL - B5170, $13.00

Tote Bag - B844, $10.00

Mug - B5220, $6.00

CEC Member Lapel Tac - B820, $7.50

To order, call 888/CEC-SPED.

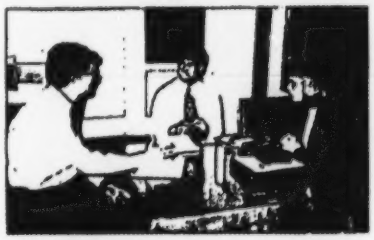
Key Staff Vacancies at CEC Headquarters

Assistant Executive Director for Public Policy

Assistant Executive Director for Professional Development

For more information, see the CEC Web site at www.cec.sped.org or call 703/620-3660, TTY: 703/264-9446.

CEC '98 President and Teacher of the Year Meet the Associate Director for Disability Outreach



CEC President Gerald Reynaud and CEC's 1998 Teacher of the Year Terry Chasteen met with the White House's new Associate Director for Disability Outreach, Jonathan Young, on November 9, 1998.

In response to Young's question, "What do you want me to tell the president," Chasteen gave him insights into the obstacles that prevent special educators from giving students with exceptionalities a quality education. She also explained the work of CEC's Presidential Commission to Improve Special Education Teaching Conditions and its plans to present a study on the issue and provide guidelines for the field. (For more information on CEC's Initiative on Special Education Teaching Conditions, see the CEC Web site, www.cec.sped.org.)

Chasteen also presented Young with important information about the need for transition services for students moving from school to work and/or post-secondary education programs. From her work as a transition coordinator, she was able to provide true examples of how such services translate into the future success of students with disabilities, as well as data from research and literature.

Reynaud gave Young a history of CEC and our many accomplishments on behalf of children with exceptionalities. He relayed our mission to improve the quality of education for children with exceptionalities and the issues we face today as we work to meet our goals for the students we serve. □

CEC Honors Bobby Silverstein with Its Outstanding Public Service Award

CEC awarded Bobby Silverstein, former staff director for the Senate Subcommittee on Disability Policy, with its Outstanding Public Service Award for his legislative achievements on behalf of children with disabilities. Silverstein played a key role in the enactment of public policy supporting early childhood education, the Americans with Disabilities Act, and IDEA '97, as well as numerous other achievements in education, civil rights, and health legislation. During his 17-year tenure as a specialist in disability legislation, Silverstein was the person others turned to for background information, to unravel complex issues, and to craft content and procedure in such a way that policy was accepted and enacted by Congress.

"Bobby Silverstein is an unprecedented and unequaled source of inspiration to CEC as it proceeds to the challenges and opportunities on behalf of exceptional children and their families in the 21st century," said Joseph Ballard, CEC's director of public policy.

Silverstein's many accomplishments will benefit children with disabilities for many years to come. □

Want to Get More Out of CEC? Get Involved with Your Local Unit

You can enhance your CEC membership with the networking, professional development, advocacy, and other opportunities your chapter or subdivision provides. CEC has more than 900 chapters and 200 subdivisions, and CEC membership automatically enrolls you in the CEC chapter in your area. Membership in a division automatically enrolls you as a member of the subdivision in your state or province.

Through the volunteer efforts of their officers and members, chapters and subdivisions develop and implement programs to further advance the education of children and youth with exceptionalities and support the work of special education professionals and persons preparing for a career in special education—like you!

What Chapter Involvement Can Do for You

Chapters are local units composed of CEC members in a variety of settings, such as school systems, metropolitan areas, public or private schools, and colleges or universities. There are two types of chapters: regular and student, depending on whether the majority is comprised of regular members or student members.

Chapters facilitate local involvement; provide networking opportunities; keep members abreast of local programs, practices, and issues; sponsor programs to enhance their members' professional development; enhance policy development in their locality; and provide leadership opportunities for their members.

"The greatest benefit of belonging to a professional organization is the latent skills it forces the individual to develop," said Janice Ferguson, faculty advisor to the Western Kentucky University Chapter. "My students quickly learn that if something is going to get done, they are the individuals who are going to see it accomplished. As a result of their participation in our chapter and Student CEC, my students are far more confident as teachers and have greater flexibility in dealing with the multitude of exceptions that seem to exist within the requisite paper trail in our profession."

Your Subdivision Benefits You Too!

Subdivisions offer similar benefits and services but are focused state-province-, or Canada-wide on the particular exceptionality or area of interest covered by the division with which the subdivision is affiliated. Subdivisions also participate in division conferences and support the activities of their division.

Jan Wallis, member of the Division for Early Childhood's Florida Subdivision, has benefitted from her affiliation in several ways.

"The Florida DEC Subdivision newsletter has been key in keeping me up-to-date with my state's policies in early intervention and has given me lots of practical, hands-on information I can use on the job," she said. "The subdivision has also been a good avenue to gain leadership experience and network with my colleagues. As a presenter at federation conferences, I have been able to share my knowledge and experiences with others."

The divisions also often call on their subdivisions for feedback on specific issues and input for division activities. At the recent meeting of the board of the Council for Children with Behavioral Disorders (CCBD), subdivision representatives were asked for feedback concerning the implementation of IDEA as it relates to children and youth with emotional/behavioral disorders.

"Our subdivisions are an integral part of our professional development program," said Richard White, CCBD's Regional Services and Membership Chair. "They provide input on CCBD's workshops, conferences, and other events, and many collaborate on regional events to support their members."

Make the most of your CEC membership and get involved in your chapter end subdivision! Call 888/232-7733. We'll put you in touch with your chapter and subdivision leaders. □

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Advocacy in Action

Congress Orders IDEA Regulations to Be Published by December 1

In its conference agreement on the Omnibus Bill (see box below), Congress included language expressing its concern about the lack of final IDEA regulations. The House/Senate conference agreement, which holds the force of law, states that "[T]he Secretary of Education shall promulgate, in final form, regulations to implement the Individuals with Disabilities Education Act Amendments of 1997 not later than December 1, 1998."

Reading Excellence Act to Help End Misappropriate Placement in Special Education

The conference agreement for the omnibus FY '99 spending bill includes $260 million for activities authorized under the Reading Excellence Act. This title creates a 2-year competitive grant program to states to assist children having difficulty with reading. Part C of this act states "[t]o provide early literacy intervention to children who are experiencing reading difficulties in order to reduce the number of children who are incorrectly identified as a child with a disability and inappropriately referred to special education."

Assistive Technology Act of 1998 Signed into Law

CEC is pleased to report that the Assistive Technology Act of 1998 (ATA) has been signed into law. The bill not only provides resources for states to meet the needs of individuals who need assistive technology, it also supports research and development of assistive technology and universal design. ATA also provides for alternative financing mechanisms for those with disabilities to purchase assistive technology devices and services.

The ATA reaffirms the federal role of promoting access to assistive technology devices and services for individuals with disabilities. However, the bill allows states flexibility in responding to the assistive technology needs of their citizens with disabilities and does not disrupt the accomplishments of states over the last decade.

Supreme Court Hears Special Education Case

On November 4, 1998, the U.S. Supreme Court heard arguments regarding how much nursing care schools must provide to disabled students. In the case of *Cedar Rapids Community School District v. Garret F.*, 106 F.3d 822 (8th Cir., Feb. 7, 1997), the court must decide: (1) whether a school district is required to pay for continuous one-on-one nursing services for a student with a disability when IDEA excludes "medical services" from its mandate; and (2) whether only those services provided by a physician or in a hospital are excluded by IDEA.

In *Cedar Rapids*, the justices must decide whether an Iowa school district should provide a full-time nurse to high school student Garret Frey, who was paralyzed in a motorcycle accident. Garret requires numerous services, including catheterization, tracheostomy suctioning, repositioning, ambu bag administration, and other procedures.

To receive funds under IDEA, a state must demonstrate that it has in effect a policy that assures all children with disabilities the right to a free and appropriate public educaiton (FAPE). FAPE is defined as special education and related services. Thus, if Garret's nursing services qualify as "related services," the school district must provide them.

Garret contends that his nursing services qualify as related services, but the school district argues that the services are medical services. Without question, the services Garret requires qualify as supportive services necessary to enable him to enjoy the benefit of special education. If the services are not available, Garret cannot attend school and thereby benefit from special education.

However, the court must determine whether the services are excluded from the definition of supportive services and are seen instead as medical services IDEA does not mandate. In *Irving Independent School District v. Tatro*, the Supreme Court established a bright-line test: the services of a physician or hospitalization are subject to IDEA's medical services exclusion, but services that can be provided in the school setting by a nurse or qualified layperson are not.

The U.S. Supreme Court is not expected to reach a decision on the Cedar Rapids until next year. □

Education Comes Out a Winner in FY 1999

An omnibus spending package developed by Congress and the administration contained significant gains for education. Some highlights of programs supported by the Ominbus Consolidated and Emergency Supplemental Appropriations for FY 99 are

- **More High-Quality Teachers With Smaller Class Sizes**: $1.2 billion for the first year of the president's initiative to hire 100,000 new general and special education teachers to reduce class size in the early grades to a national average of 18.
- **IDEA**: $500 million increase for Part B funds, for a total of $4.310 billion for the Grants-to-States program. With this increase, IDEA has received an 85 percent increase over the past three years.
- **Reading Excellence**: $260 million for a new literacy initiative, consistent with the President's America Reads proposal.
- **College Mentoring for Middle School Children**: $120 million for GEAR-UP, a new mentoring initiative to help up to 100,000 low income middle school children for college.
- **Education Technology**: A $114 million increase over FY 98 to ensure that every child has access to computers, the Internet, high-quality educational software, and teachers that can use technology in the classroom.

Head Start: A $313 million increase to fund the president's request of up to an additional 36,000 slots for children and keeping on track towards 1 million children served by 2002.

- **Charter Schools**: A 25 percent increase in funding ($100 million) for charter schools to keep on track toward 3,000 quality charter schools early in the next century.

Teachers' Actions, *from page 1*

Linguistically Diverse Learners' Multicultural Symposium, held Nov. 5-6, 1998, in Washington, DC, will change the way we teach all students. The Symposium, "Beyond the Rhetoric: Celebrating Successes and Confronting Challenges," drew more than 450 special educators from across the country to share their knowledge and expertise on this issue.

"With the knowledge and developments in educating students from diverse backgrounds exchanged at this symposium, we are opening new pathways for these, and all, students," said Nancy D. Safer, CEC's executive director. "We can look to a future in which more accurate information about students will be used to determine special education or other intervention services, to relate more easily to students from all social and economic spheres, and to see that all students have the opportunity to succeed."

Keynote Addresses

Lillian Roybal Rose

Lillian Roybal Rose, specialist in cross-cultural communications, gave a dynamic and incisive address on the challenges of communicating with those of diverse backgrounds. She challenged attendees to go beyond culture specific information, which often creates stereotypes that demean individuals from diverse backgrounds.

To achieve cultural generality, which constitutes true cross-cultural communication, people must shift their frames of reference, Roybal explained. They must be able to live with ambiguity, where two opposing experiences or perspectives can be true, to look at things from someone else's perspective even when they have no personal experience with it, and interact with others on an emotional level and without pretense.

Roybal also warned that educators, at all levels, must guard against paternalism and adultism. Paternalism, which she says is the worst form of racism, occurs when the educational system does not own the values of its population but attempts to enforce rules of behavior that are politically correct. This is condescension, Roybal said. Adultism, when adults treat others as children, takes away the respect every individual deserves regardless of age, status, sex, or background.

Roybal ended her address by challenging everyone to enter into cross-cultural communication without fear or pretense.

Clifton L. Taulbert

Clifton L. Taulbert, distinguished lecturer and award-winning author, gave the symposium's second keynote presentation. His poignant remarks took attendees on a journey through his life's experiences and the many people who helped him achieve success. Through his story, attendees saw that any child can overcome prejudice, poverty, or disability if he or she has the help of others along the way. It is through the examples of their family, teachers, and friends that children learn the values that give them the foundation to achieve in life.

"To build people, you must be there for them," Taulbert said. "To build people, you must start where they are and with people you know."

Taulbert's story showed that instilling values goes far beyond teaching dictionary definitions. For children to learn values that last throughout a lifetime, which he calls the "Eight Habits of the Heart," they must have people who demonstrate those traits. The human component is what gives words such as nurturance, responsibility dependability, friendship, brotherhood, high expectations, courage, and hope meaning.

Through our work and in our relations with others, we can help children learn that individuals from all backgrounds can have these values. And each of us can help a child learn a habit of the heart that will be a part of him or her for a lifetime.

A Multi-faceted Problem

Identifying students from diverse backgrounds as exceptional and using appropriate instructional strategies for them presents multi-dimensional challenges. Educators must be aware of their own cultural beliefs and biases, as well as those of their students, and recognize different communication and behavior styles. In addition, educators must know how to accurately assess students from diverse backgrounds and the many factors that can invalidate or make test results suspect.

Though educators may not realize it, they look at students through their own cultural lens. They base their beliefs about proper behavior, learning styles, and communication styles on their own experiences. As the majority of our teachers are from the dominant white culture, they often expect their students to perform and react in ways that reflect the white, middle class culture.

These expectations set the scene for misunderstanding, misinterpretation of behavior, and teaching techniques that fail to meet the students' needs. The problem is all the more insidious, because it is often hard to detect.

Differing communication and behavior styles seem to be two areas that often cause misunderstanding between students of diverse cultures and educators—and which result in students being misappropriately identified as behavior disordered or learning disabled. One of the most common misunderstandings appears to stem from the African-American vs. Euro-American communication style. For example, a teacher may come upon a group of students who are speaking loudly and aggressively to each other. In the Euro-American culture, this scene is often the prelude to a fight, and teachers would correctly interpret it as such. However, in the African-American culture, this type of interaction is actually a means of diffusing aggression. Rather than setting the stage for an engagement of fisticuffs, the students use aggressive language to settle differences, according to Evelyn Dandy, professor at Armstrong Atlantic State University, Savannah, Ga. When educators are unaware of the forces behind such behaviors as loud and aggressive talking, they can incorrectly misinterpret it as a behavior problem.

Even such innocuous mannerisms, such as the way a student walks, particularly the "amble with an attitude" some of our students adopt, can predispose teachers' perceptions of students.

Continues on page 13

Spread Your Horizons—Join CEC's International Outreach Events

Kinderen zijn bijzonder begaafd in iedere taal.

Les enfants sont exceptionnel des langues.

Niños son excepcionales en cualquier idioma.

Crianças são exceptionais en qualquer língua.

Auf jede Sprache, Kinder sind aussergewohnlich!

Barnen är utmarka.

Children are exceptional in any language!

We all know that children are exceptional in any language, but did you know that CEC is reaching out to teachers and students across the world? How can you get involved?

Sponsor an International Teacher

University of Wisconsin Eau Claire Chapter #518 adopted a teacher working in South Africa. To assist her with the work she is doing as an early childhood educator, the chapter sponsors her international membership; sends her textbooks, curriculum, and supplies; and corresponds with her regularly via e-mail. In return, she shares her experiences with the chapter so that both groups are continuously dialoguing about special education.

Join the Division of International Special Education and Services (DISES)

As the world has become a smaller place and international communication has become easier via the Internet, CEC has become more active internationally. In 1990, CEC created a division to connect special educators world-wide, DISES. DISES keeps track of special education developments around the world, promotes international conferences, and encourages exchange opportunities. DISES produces three informative newsletters a year as well as a newly developed professional journal, *The Journal of International Special Needs Education*. For further information regarding DISES publications, contact the newsletter editor Bob Henderson, bobh@uiuc.edu, or check out their Web page at www.DISES.org.

Work with an Existing Chapter

Currently, we have three active international chapters—in Guam, the Phillipines, and Mexico. These chapters incorporate student and professional members alike and can use support in various ways. Often, CEC dues for international members are prohibitive. Sponsoring a chapter member helps build membership and puts crucial information in the hands of one more teacher. Sending curriculum, textbooks, and other information is useful, as is a knowledge exchange via e-mail. To find out how to get in touch with these chapter members, e-mail Grace Liu at gracel@cec.sped.org or give her a call at 888/232-7733.

Start an International Chapter

If you feel really daring, consider starting an international chapter. Currently, we have members from all over the world who would love to work with you to start a chapter for potential educators. Rowan College in New Jersey has successfully worked with a chapter for over two years. They have provided funding, shared information, and worked together to influence special education.

Attend World Congress 2000

Centering around the theme of "Research, Policy, and Practice: Building on Global Achievements," CEC will sponsor the World Congress 2000, to be held on April 2-5 (just before the annual convention in Vancouver, British Columbia). This exciting event will draw special educators from around the world together to discuss issues facing global special education. The deadline for the Call for Papers is June 7, 1999. For more information about the conference and the Call for Papers, call CEC Headquarters at 888/232-7733, or visit the Web site at http://cid.unomaha.edu/~wwwsped/wc/2000.html.

There is allure to world travel and communicating with educators across the globe. If international communication interests you at all, take advantage of these many opportunities. □

CALL FOR PAPERS
SCEC and TED Kaleidoscope Session

Do you have new research to share? Working on your dissertation or thesis and need an audience? Have you put something into practice that future teachers could use?

Then you should submit a proposal for the 1999 Student CEC/TED Kaleidoscope Session to be held on Saturday, April 17, during CEC's annual convention in Charlotte, NC.

The Call for Papers is located on CEC's Web site—www.cec.sped.org. Copies were also mailed to Student CEC chapter presidents. The submission deadline is December 15, 1998, and any student with information, ideas, or research benefitting special education is eligible to apply.

For more information, send an e-mail to Adam Maroney, maroney2@juno.com, Phildra Jeffries, ptjeff@yahoo.com, or give Karen Vermaire Fox a call at 888/232-7733.

BEST COPY AVAILABLE

Across Canada at A Glance—Standards Testing

Following is a summary of the provinces' developments on standards testing.

British Columbia

Standards testing of students in grades four, seven, and 10 is required. Any student who receives special services, including students who have little or no language skills in English (ESL), is exempt from participation. The school administrator can also exempt any students for whom it would provide undue stress to write the assessment.

Alberta

Provincial Achievement Tests are written by all students in grade three, six, and nine and ungraded students in their third, sixth, and ninth year of schooling. The superintendent may exempt individual students from an exam if the student can't respond to the instrument in its original or approved modified form or participation would harm the student. Requests for exemptions must include a copy of the Individual Program Plan and any other supporting documentation. The superintendent may also excuse ESL students who have insufficient competency in English and are incapable of responding to the tests.

Students with learning or physical disabilities may be granted one or more of the following accommodations: audio taped assessment instruments to accompany printed versions in grades six and nine, additional writing time, use of a reader for grade three students, services of a person skilled in using sign language to sign only the questions, and taped responses.

Grade 12 students write Diploma Examinations. Students can be accommodated as above except that the use of a scribe is available only under very special circumstances. Students may use tape recorders or dictaphones if needed. Students using word processing technology may use spell check and thesaurus but may not use punctuation or grammar scans or style guides. Applications for exemptions or accommodations must be made to the Executive Secretary of the Special Cases Committee of Alberta Education and must be accompanied by copies of the student's records, medical certificates, and formal assessments by qualified professionals a minimum of 30 days before the writing date.

Saskatchewan

Departmental Exams are administered to grade 12 students only if their teachers are not accredited in the specific subject that he/she is teaching. Special provisions may be made for students with sensory disabilities, acute or chronic illness, and learning disabilities. The principal must submit a formal written request for special provisions, including an explanation of the disability, an outline of current approaches used in written exams as identified in the student's Personal Program Plan, and a description of the special provisions for writing the departmental exam. Students using word processing technology are not permitted to use spell check, thesaurus, dictionary, or grammar check.

Manitoba

Provincial Assessments are given to students in grade three, six, nine, and 12. Students may be exempted from an exam if the student has a significant cognitive delay or if participation would harm the student. Students with learning or physical disabilities may be granted one or more accommodations such as additional writing time, use of a reader to read exam questions to the student, and assistance with reading of the questions. Requests for exemptions or accommodations must be submitted to the superintendent and the Manitoba Education. These requests must include the student's name, reason for the exemption or accommodation, and type of accommodation being requested.

Ontario

The Education Quality and Accountability Office conducts student assessments in grade three, six, nine, and 10. Currently only a provincial sample is taken at grades six and nine, but every student is tested in grades three and 10. Students can be fully exempted, partially exempted, or accommodated. A full exemption may be granted if it is impossible for the student to respond to the assessment instruments in any way or if participation would adversely affect the student. Decisions for partial exemp- tions are based on the student's needs and abilities. Students would participate in the assessment activities, but the materials would not be sent in for marking.

For a student to be fully or partially exempted, the principal must fill out a student information form and parents must sign a consent form. Copies of these forms are to be kept at the school. Possible accommodations include additional time; access to an alternative workplace; directions or prompts with respect to the pace of the activity; assistance devices such as a speech synthesizer, Bliss board, voice-activated computer, use of sign language, and provision of the test in a different format such as Braille, large print, audio cassette, or verbatim scripting.

Newfoundland

Criterion referenced testing is done in grade three, six, nine, and 12. Students on individualized programs are exempt. Other students with special needs may have accommodations. They may include alternate formats such as larger font, verbatim reading of test items or instructions, verbatim scribing of answers, additional time, use of audiotapes for answering, and others. The "rule of thumb" is whatever is normally done to accommodate students in a testing situation should also be done for the provincial test. □

Division Focus

CASE

The Council of Administrators of Special Education

The CASE Board of Directors held their annual fall meeting in San Antonio, Texas, in mid-October. One of the important tasks the board undertook was a discussion of critical issues CASE needs to address in the coming year. A common theme through many of the identified issues was the need for increased collaboration with other associations in general and special education. A number of plans are already underway to enhance and expand communication.

One of the collaborative efforts will evolve from CASE's participation with CEC in the partnership grant for local administrators. The opportunity to work with other associations through the partnership will significantly expand the areas of collaboration as well as the number of partners with whom CASE will be able to dialogue and communicate.

The board also heard exciting plans for a new enhancement of the CASE journal. CASE members should watch the CASE newsletter and the CASE Web site: http://members.aol/casecec/index.htm for further news on the journal, CASE convention activities, and other new efforts to increase CASE service to members.

The registration brochures for the CASE/CEC Institute on Assessment have been mailed to members. Brochures will also be available in *TEC*. Interested members are urged to register promptly as enrollment will be limited to 200.

CEC-DR

The Division for Research

CEC-DR reminds members that nominations for three positions on the division's executive board are due December 15, 1998. Open positions include vice president, governor, and treasurer. The vice president will serve consecutive one-year terms as vice president, president-elect, president, and past president. Information on these positions or the nomination process can be directed to Past President and Chair of Nominations and Elections Russell Gersten. Gersten may be reached at the Eugene Research Institute via e-mail: rgersten@oregon.uoregon.edu.

CEC-DR members should have received by this time their first issue of the *Journal of Special Education*, our newest member benefit. Included as an insert in the fall issue of *JSE* is our newsletter, *FOCUS on Research*. Members should watch for a preview of our CEC-DR program at the annual convention in Charlotte in an upcoming issue of *FOCUS on Research*.

CEC-PD

The Pioneers Division

The Hilton Hotel will be the headquarters hotel for the Pioneers at the convention in Charlotte. The Pioneers Showcase, to be held on Thursday's Division Day, will be a tribute to Phil Jones. The session will be led by Robert Abbott and Diane Gillespie. If you plan to retire and wonder what to do next, be sure to attend June Robinson's session on Friday. Bev Johns will do an historical perspective on behavior management and IDEA on Saturday. The Saturday business meeting and dinner is being arranged by Julian Butler.

With the most recent Pioneers newsletter, all members received an updated membership directory. Thank you to Andy Berg for all his work putting this together.

Officer nominations for vice-president, treasurer, and governor are being sought. Interested individuals should contact Bob Henderson, 1310 South Sixth Street, Champaign, IL 61820-6990. Nominations are open for the Romaine P. Mackie Leadership Award for 1998. Nomination forms were in the last *Pioneers Press* and should be sent to Robert Fuchigami, 442 Garfield Park Avenue, Santa Rosa, CA 95409-3738.

DEC

The Division for Early Childhood

DEC has a new publication, *Young Exceptional Children*. *YEC* is for teachers, early care and education personnel, administrators, therapists, family members, and others who work with or on behalf of children from birth through eight with special needs. *YEC* is published four times per year and serves as a practitioner's magazine and as a complement to DEC's *Journal of Early Intervention*. *YEC* also is the major source of printed communication between DEC and its membership. Visit the *YEC* Web site at http://www.dec-sped.org/YEC/

MRDD

The Division on Mental Retardation and Developmental Disabilities

MRDD is hosting its 6th International Conference on Mental Retardation and Other Developmental Disabilities, February 3 - 6, 1999, at the Aston Wailea Resort in Maui, Hawaii. Keynote speakers Ann and Rutherford Turnbull, Eugene Edgar, and Anne Donnellan head up a stellar program. Over 175 presentations will address current research, topical issues, and best practices relating to mental retardation and other developmental disabilities. Transition planning, IDEA, staff development, inclusion, pervasive developmental disabilities, cultural diversity, community integration—these topics represent but a sampling from this exciting conference. For pre-registration information contact Polly Parrish, 6800 Bayou Run, Spanish Fort, AL, 36527; e-mail: PParrish15@aol.com; FAX: 334/621-0119; phone: 334/626-3480.

Planning for the MRDD program in Charlotte is also well underway. MRDD's Showcase Presentation is titled "Practical Suggestions for Teaching Students with Autism," with Karen Burnette from the University of Arkansas as the showcase speaker. Along with MRDD's showcase session, there will be 15 sessions on autism. In addition, numerous other presentations will present relevant information in mental retardation and other developmental disabilities.

MRDD will have a roundtable discussion with MRDD board members and local leaders regarding critical issues in mental retardation and other developmental disabilities. The MRDD board is committed to addressing issues members identify, and the roundtable will be a time to begin or continue discussion on issues critical to our field.

In a continued effort to meet the needs of its members, MRDD has developed a Five Year Strategic Plan for Membership. This year's emphasis is on MRDD Subdivisions. It is the goal of MRDD to provide support to subdivisions by offering speakers for work-

shops, mentoring new subdivisions, and creating a network for subdivision officers. MRDD also plans to conduct a survey to assess membership needs. If you are interested in serving on the Membership Committee, contact Val Sharpe, 5104 Bonnie Brae Court, Ellicott City, MD 21043; e-mail: VMKKO@aol.com.

Assessments, *from page 1*

not accurately identify the presence of disabilities, particularly learning disabilities or behavior disorders. Others say that through our assessments we focus too much on a student's weaknesses rather than his or her strengths. The need for refinement of assessment strategies has been further highlighted by the Individuals with Disabilities Education Act (IDEA) 1997, as well as current reform movements emphasizing standards. Because students with disabilities must have access to the general education curriculum and they are expected to meet the same high standards as general education students, teachers must have more information about a student's abilities and current functioning if they are to work with him or her effectively.

"IDEA '97 points out the need for individual comprehensive evaluations," said Douglas Smith, professor at the University of Wisconsin, River Falls.

Weaknesses of Current Assessment Practice

The primary problem with current assessment practice appears to be lack of comprehensive information, either because the tests fail to provide it or the assessor limits the information that could be gleaned from the process. He or she may restrict the number of tests given or the number of subtests within an assessment tool.

Ironically, computerization has contributed to the lack of relevant information about a student's functioning that is passed on to the teacher. Rather than receiving the educational diagnostician's analysis of student achievement, learning patterns, and other information that can be used to determine instructional strategies, the teacher often receives an overall computerized score, according to Rosalind Rothman, professor at the College of Suny and Cuny, NY. Such scores might say a student is working at the third-grade level but do not give any type of analysis of the student's abilities or problems.

Following is an overview of some of the assessments often used with students with disabilities and their strengths and weaknesses.

Intelligence Tests

The way we currently test for cognitive processing shortchanges teachers in two ways: we can derive a falsely high score and we do not learn in what ways learning is being interfered with, according to Gary Hessler, consultant for Macomb Intermediate School District in Clinton Township, Mich. That is because examiners often administer only the first three subtests, which assess fluid intelligence (abstract thinking, problem solving), verbal intelligence, and non-verbal intelligence. Unfortunately, it is often the lower level cognitive processing that causes problems for our students, Hessler says. Lower level processing includes

- Long-term retrieval—The ability to retrieve information on demand.
- Short-term memory—The ability to hold information in one's immediate awareness long enough to think about it.
- Working memory—The ability to remember information long enough to think about it and use the information to solve a problem.
- Processing speed or automaticity—How rapidly and automatically one can perform simple tasks (affects routine abilities like sight word knowledge and math facts).
- Phonological awareness—How well one understands that words are made up of sounds.
- Orthographic processing—How well one perceives and retains visual letter patterns.
- Fine motor ability—The ability to rapidly perform fine motor tasks, such as handwriting.

To use an intelligence test, such as the Wechsler, to its best advantage, we must go beyond an overall IQ score, recommends Hessler. Examiners should administrator several of the subtests, evaluate each separate subtest, and get a sampling of each. From this information, the evaluator can see patterns and discern where the student is having a problem in cognitive processing. While all 10 of the intelligence factors should be considered, the student may not need to be evaluated formally in each area, says Hessler. Examiners can learn a lot about a student's capabilities by interviewing his or her teachers, parents, and others who work with the student.

Achievement Tests

While the Woodcock-Johnson Achievement Test (WJ) and the Wechsler Individual Achievement Test (WIAT) are two of the most commonly used assessments for students with disabilities, a study by Rothman showed that the tests have several weaknesses:

- **Reading.** The WJ passage comprehension sections were viewed to be unrelated to what is done in the classroom. The WIAT subtest questions are poorly constructed and the passages are too short for older students.
- **Math.** Neither the WIAT nor the WJ provided enough examples of different problem types in the computational math subtests. Again, the WIAT was inappropriate for older students. The problem solving section of the WJ relies too much on time and money to give a valid assessment of students' abilities.
- **Written/Oral Language.** Interpretation of written and oral language on both tests is very subjective. In addition, the WIAT's subtest on oral language should be redesigned. The WJ's written language subtest for the older grades is unrelated to the type of writing students are expected to perform.

While no one denies the need for testing, we must re-evaluate the instruments we currently use to make the assessments more relevant to what is expected in the classroom. The question is whether or not can we do that with our current instruments, Rothman says. □

NCPSE Has a New Name and Vision!

CEC has again been awarded a cooperative agreement from the US Department of Education for the National Clearinghouse. With a new contract comes a new name! Previously called the National Clearinghouse for Professions in Special Education, the new name is the **National Clearinghouse on Careers and Professions Related to Early Intervention and Education for Children with Disabilities.**

Our mission is to enhance national capacity and heighten its impact by implementing targeted marketing recruitment and retention campaigns and create dynamic information networks to strengthen career and professional development of qualified professionals, including paraprofessionals, early intervention personnel, special educators, and related services providers.

The National Clearinghouse has an exciting array of new activities to extend recruitment and dissemination efforts to a wide range of audiences. Extensive use of the Internet for distributing products as well as for recruitment efforts targeted to young and nontraditional career information seekers is a key goal of the new contract. The National Clearinghouse will also provide more products, extend its outreach to new audiences, and continue to develop databases to help states, local education agencies, and individuals improve and expand their recruitment and retention efforts for early intervention, special education, and related services personnel.

The National Clearinghouse will build on the work of the previous clearinghouse by continuing to provide up-to-date career awareness information, strategies, and information for recruitment and retention, as well as information on teacher preparation programs, financial aid, the most current supply and demand data, state certification issues, and job search resources. The Clearinghouse will also continue to be the best source of information on US Department of Education, Office of Special Education Programs discretionary grants and contracts.

The Clearinghouse has a new web address: http://www.special-ed-careers.org. You can also contact the Clearinghouse at 800/641-7824 or by e-mail, ncpse@cec.sped.org.

CEC Brings the Latest Information on IEPs and Discipline to Your Door!

You can learn from leading experts the best way to implement IDEA '97's mandates on IEPs and discipline without traveling out of your district. All you have to do is participate in CEC's nationwide, interactive satellite broadcast series.

These popular professional development sessions offer you an opportunity to get the latest information and get your questions answered on the spot! The studio's 800 number will be available during the broadcasts for you to present your questions and ideas. Or, e-mail will also be available during—and after—the broadcast.

Satellite Telecast: IEP Meetings

Thursday, February 25, 1999

Join us in a national dialogue on best practices for conducting affirmative, collaborative IEP meetings that are in accordance with IDEA '97. This practical, informative telecast is for anyone responsible for planning, attending, or conducting IEP meetings. In this telecast, you will learn

- Guidelines on assessing present levels of performance.
- Steps to develop measurable goals.
- Methods to access the general curriculum.
- Strategies for collaborative goal setting with family members.
- Ideas for affirmative, collaborative IEP meetings.

You can also participate in a Web discussion group with experts for three weeks after the telecast. There you can get your late-blooming questions answered as well as learn what other educators around the country are doing.

Join us for this interactive and informative national telecast and Web discussion.

Telecast Times

1:00 p.m. to 4:00 p.m. Eastern Time
12:00 p.m. to 3:00 p.m. Central Time
11:00 a.m. to 2:00 p.m. Mountain Time
10:00 a.m. to 1:00 p.m. Pacific Time

Satellite Telecast: Discipline

Thursday, March 25, 1999

In this information-packed telecast, presenters escort you through assessment, development, and implementation of a positive discipline behavior plan. You'll learn

- A school-wide discipline approach.
- A systematic format to develop functional behavioral assessments.
- A step-by-step approach to develop behavior intervention plans.
- Coordinated strategies for implementing the plan.

Special considerations such as cultural competence related to discipline and utilizing community resources will also be discussed. A "Discipline" Web discussion follows. Join us for this informative and critically important event.

Telecast Times

1:00 p.m. to 4 p.m. Eastern Time
12:00 p.m. to 3 p.m. Central Time
11:00 a.m. to 2 p.m. Mountain Time
10:00 a.m. to 1 p.m. Pacific Time

How Do the Sites Work?

Site registration fees include the telecast, site coordinator package, participant materials, additional subject matter resources, community and Web resources, CEC IDEA list serve password, and Web links for additional information.

CEC IEP and discipline related products also will be offered at a 50 percent discount during the telecast. (See your CEC Catalogue for IEP and discipline related products.) The site registration fee is $299 per telecast. Register for both telecasts for $540!

Who Should Have a Site?

CEC's Satellite Broadcasts offer school districts, universities, CEC federations, and others an excellent opportunity to make sure their staff is up-to-date on IDEA '97. Call 888/CEC-SPED for more information. □

CEC Publishes 3rd Edition of *What Every Special Educator Must Know*

CEC recently published the 3rd edition of *What Every Special Educator Must Know: The International Standards for the Preparation and Licensure of Special Educators*. New in this edition are the CEC Curriculum-Referenced Framework and Standards for Educational Diagnosticians, Special Education Administrators, Transition Specialists, and Paraeducators. It also contains all of CEC's standards, including the CEC Code of Ethics and CEC Professional Practice Standards.

This publication is an invaluable resource for faculty developing curriculum and seeking CEC/NCATE accreditation, as well as for state policymakers evaluating their state special education licensing requirements. The CEC standards include a Common Core of Standards for all beginning special education professionals as well as standards in various specialization areas including, for the first time, the multi-categorical (curriculum-referenced) framework.

The 3rd edition also includes a self-evaluation instrument designed to be used by students in special education teacher preparation programs to evaluate their progress in learning the knowledge and skills they will need upon graduation.

To order a copy, call CEC toll free: 888/CEC-SPED. Cost is $16.00 for non-members, $11.20 for members. (Book #R5277). □

CEC Receives $3 Million for Partnership Grants to Help Educators Implement IDEA

CEC was awarded two grants of $1.5 million each from the U.S. Department of Education to provide special education service providers and administrators with the knowledge and skills to implement the Individuals with Disabilities Education Act (IDEA) 1997. With these grants, CEC will work with its partners to ensure practitioners at every level have the training and information necessary to provide the highest quality education to students with disabilities.

The first grant, the Local-Level Administrators Partnership Grant, is known as the ILIAD Project. Working with its partners, CEC will use electronic and multimedia venues to disseminate information about IDEA '97, in addition to providing technical assistance to at least 7,000 school districts to help administrators meet the challenges of IDEA '97. Implementation sites will be established to develop products such as best practices reports and develop a cadre of trainers who can share their expertise by training others.

The second grant, the Service Provider Partnership Grant, is known as the ASPIIRE Project. Under ASPIIRE, CEC and its partner organizations will provide technical assistance and informational materials about IDEA '97 to at least 300,000 service providers, including general and special education teachers, early childhood specialists, and related service personnel. ASPIIRE will also develop products such as best practices reports and prepare a cadre of trainers who will train other service providers.

"Providing this type of broad-based and intensive assistance to our teachers and administrators is essential if we are to implement IDEA '97 successfully," said Nancy D. Safer, CEC's executive director. □

The Partnership Grants will be supported by funding from CEC's partner associations.

TAKE IT FOR *granted*

Special Education Resource Center—The Education Department is inviting proposals to establish a regional resource center to help northeastern states improve their special education programs. Deadline: Jan. 23. Eligibility: State and local education agencies, higher education institutions, private non-profit organizations. Contact: Grants and Contracts Services Team, 202/260-9182, http://ocfo.ed.gov/fedreg.htm or www.ed.gov/news.html.

Spencer Foundation: Professional Development—The Spencer Foundation supports education through small research grants; professional development research on better teaching methods, and development of strong communities of teacher researchers. Deadline: None. Eligibility: Small grants program: researchers currently affiliated with a school or school district, college or university, research facility or cultural institution. Professional development program: researchers and policy analysts in education. Practitioner research communication: teacher researchers, groups or networks of teacher researchers and collaborative partnerships between K-12 researchers, and university researchers. Contact: Spencer Foundation, 312/337-7000 ext. 607 or

Nominations Due for CEC's Standing Committees

Nominations for CEC's Standing Committees are due on December 13. The eight standing committees are

- **Credentials and Elections.**
- **Advocacy and Governmental Relations.**
- **Ethnic and Multicultural Concerns.**
- **Finance and Operations.**
- **Governance.**
- **Membership and Unit Development.**
- **Professional Development.**
- **Professional Standards and Practice.**

For more information, see the CEC Web site: www.cec.sped.org or call 703/264-9487.

BEST COPY AVAILABLE

First Good Neighbor Award Recipient Theresa Santiago Honored

At Leif Ericson Day School in Brooklyn, N.Y., one little girl's passion to save the world inspired beginning teacher Theresa Santiago to incorporate ecology into her teaching. Now a teacher of students with disabilities at Edward J. Patten Elementary School in Perth Amboy, N.J., Santiago continues to share her environmentalist fervor with her school and her students.

As the youngest State Farm Good Neighbor Award recipient out of the more than 70 primary and secondary teachers who have been honored with this award, Santiago brings vitality and enthusiasm to her classroom. In her short seven years as an elementary school teacher of students with learning and communicative disabilities, neurological impairments, and limited English proficiency, Santiago has proven her merit as an innovative teacher.

Santiago's ecologically themed lessons in math, science, and language arts come alive with limericks, puppets, and special characters. Plus, her students take an active part in their education and, at the same time, build their self-esteem—not only do they teach each other, they also teach students in general education classrooms by performing skits about ecology over the school's television station and planning Earth Day activities for the school. Her students become "little experts" in their urban environment, pointing out to their friends the animal and plant life beyond the pavement of their neighborhoods.

Santiago's students take a few moments to relax after a scavenger hunt at the beach.

Santiago finds her approach particularly helpful to her students with Attention Deficit Disorder (ADD). For these students, the numerous opportunities to go outside, explore their environment, and get their hands dirty keep them interested and engaged in the lesson.

"I have 13 boys with ADD who can't sit down too long," Santiago said. "They think looking at bugs is cool."

Currently, Santiago is working on creating birding scenarios for her students, having them make a butterfly garden by planting different species of vegetation that lure butterflies and collaborating with the New Jersey Audubon Society (NJAS) to adopt a tree for her school.

Santiago's involvement as an active member of NJAS is highly beneficial to her instruction. She recently became a facilitator for "Bridges to the Natural World," a natural history guide for teachers of grades pre-K - 6 published by NJAS. This guide equips teachers with worksheets and illustrations for classroom and field trip instruction, inter-disciplinary lesson plans with scientific background information, and a list of the science proficiencies recommended by the New Jersey Department of Education that are met by each lesson. With experience as a facilitator, Santiago will be armed with a wide variety of strategies to meet New Jersey's curriculum standards.

Santiago and her students share a moment of pride and fellowship upon completion of an environmental project.

Santiago will be recognized this November with print advertisements in national publications such as *Life, U.S. News & World Report, Better Homes and Gardens, Parents*, and *Reader's Digest*. She will donate her $5,000 State Farm financial award to her school to be used for transportation costs and science equipment—binoculars, field guides, magnifying glasses, microscopes, etc.—for environmental study trips for her students.

About the Award

The State Farm Companies' Good Neighbor Award for special education was developed in cooperation with CEC. Santiago is one of 10 recipients who will be announced in the coming year. In addition to receiving a $5,000 check payable to the educational institution of the recipient's choice and recognition in national publications, State Farm will present each recipient with a commemorative, bronze plaque at a special ceremony at his or her school.

CEC congratulates Theresa Santiago on her innovative contributions to the education of exceptional children and youth. Look for one of her lesson plans on CEC's Web site (Discussion Forum): www.cec.sped.org. □

CEC Addresses Need to Provide Professional Development to Special Educators on Health Issues

Special education teachers have little preparation for teaching health education to their students. At the same time, health educators receive little or no preparation in teaching students with disabilities.

To address these issues, CEC and the American Association for Health Educators (AAHE) recently convened the National Preservice Forum on Implications for Professional Preparation of Special Education Teachers in Health Education. Participants included special educators, (including Susan Thomas, DCDT Teacher of the Year; Andrea Allegrante, New Jersey Federation Teacher of the Year; Jo Ellen Lamonica, Maryland Teacher of the Year; and Rebecca Marti, member of the Virginia Federation), special education faculty, and health education faculty.

Comprehensive Health Education Programs Needed

One of the first items addressed was clarifying what constituted a comprehensive health education program. It's not just sex education anymore! A comprehensive health education program includes the study of personal health; nutrition; individual growth and development; injury prevention and safety; tobacco, alcohol, and other drugs; family living; consumer and community health; environmental health; communicable and chronic diseases; and mental and emotional health. All the participants agreed that students with exceptionalities needed to receive information and training in these areas—as do all children and youth!

The Role of the Special Educator

Forum participants then examined what the role of the special educator is and should be in delivering health education—as a primary provider, as a resource to the health educator, general educator, or in some other way. Clearly, much depends on the age, kind of disability, education setting, and so on of the student. Finally, the participants looked at the preservice training special educators and health educators receive.

Forum participants then developed a series of recommendations concerning the preservice preparation of special educators and health educators. These recommendations will be refined and included in a Proceedings document to be published by AAHE.

If you would like additional information or to put your name on the mailing list for the Proceedings, contact Margie Crutchfield, in the Professional Standards and Practice Unit, 703/264-9484, margiec@cec.sped.org.

The Forum was funded by a grant from The Centers for Disease Control.

CEC honor roll

Donald Casey, Jr., special educator and member of CEC Chapter #58, will have his poem, "Curly Lambeau, Father of Our Team," published in *The Tale of Titletown*, which is told by the fans of the Green Bay Packers.

Pat Fohrman, special educator at Illinois Youth Center St. Charles and member of CEC Chapter #302, recently became the first nurse certified as a nurse specializing in the care of persons who are developmentally disabled. She is also a special educator and has been a CEC member for 20+ years!

EXTRA credit

Competition for Student Inventors—The Duracell/NSTA Scholarship Competition invites 6-12 grade students to compete as individuals or in pairs. Students must build devices that are educational, useful, or entertaining and powered by one or more Duracell batteries. The competition's 10 first place winners will receive $3,000 in savings bonds; second place winners, $1,000 in savings bonds; and third place winners, $500 in savings bonds. For more information, call 888/255-4242 or www.nsta.org/programs/duracell.

New Education Web Site—*USA Today* has introduced a new education site at http://education.usatoday.com. Site features include Weekly Learning Adventure, Online Exchange, and Best Bets for Educators.

High School Hub—The High School Hub is a gateway to academic resources for high school students. It features a "virtual Reference Desk" and subject guides for English, social studies, mathematics, and science. Address: http://schmidel.com/hub.htm.

Online Chatroom for Individuals with Epilepsy—EpilepsyRap offers chatrooms for youths with epilepsy. The chatrooms, which are open between noon and 2:00 p.m. (ET), are divided into rooms for ages 9-12, 13-15, and 16-18. Address: www.efa.org.

Resources Needed—Thea Black, a retired special education teacher, needs books, journal articles, and contacts for a book she is writing for parents of students with disabilities. The book will focus on caring for children with disabilities at home, helping these youths find employment away from sheltered workshops, and helping parents care for their children when they are old or gone. Contact Black at P.O. Box 1278, El Cerrito, CA 94530, fax: 510/526-8984.

Guide for New Teachers—The Education Department has published a guide for new teachers, *What to Expect Your First Year of Teaching*. To order, call 1-877-4ED-PUBS.

Individualization Is Essential to Special Education

BY DEDE JOHNSTON

As school districts consolidate programs for special populations, one of the major challenges special educators face is ensuring that students with learning disabilities continue to receive services based on individual goals. Unless practitioners promote individualization, this cornerstone of LD research and practice will receive only lip service. Fortunately, special educators can take action that will support the need for and practice of individualization.

Norm-referenced Tests Provide the Foundation

A first step is to understand the value of, and advocate for, norm-referenced intelligence and psychoeducational tests for each student with a disability. Although curriculum-based and criterion-referenced tests make important contributions to the understanding of a child's functioning in school, they only provide part of the picture. The data from well-standardized and carefully developed intelligence tests and psychoeducational batteries, such as the WISC-III and Woodcock-Johnson, are necessary to fully address the learning needs of a student with a learning disability.

Don't Miss These Exciting Strands at the 1999 CEC Convention

- Multicultural Applications in the 21st Century
- Alternate Assessment
- Establishment of a Systems Approach to Schoolwide Discipline
- Teaching Beginning Reading (K-3): Establishing & Sustaining an Effective School-wide Instructional Support System
- Supervision, Training, & Recruitment of Paraeducators: Responding to IDEA
- Understanding All the Components of IEPs
- School Reform & Special Education: Success in Urban Schools

Norm-based cognitive assessments give teachers and other practitioners critical information about a student's cognitive strengths and weaknesses. Such information (in, for example, short-term memory, auditory and visual processing, and long-term retrieval of information) presented in the form of statistically significant intracognitive discrepancies, can provide a precise diagnosis of "deficiencies in basic psychological processes." It is now clear from recent advances in cognitive science and brain research that such deficiencies are at the core of all learning disabilities.

According to the basic tenets of individualization, it is crucial that we identify not only what must be taught each student with a disability, but also why and how it should be taught. Data concerning a student's cognitive strengths and weaknesses, which are currently best provided by norm-referenced intelligence and psychoeducational test batteries, are critical in determining why and how specific accommodations, compensations, and instructional strategies will best meet the learning needs of each unique student with a learning disability.

Returning to an Old Challenge

What happens when we don't advocate for individualized education for the student with a learning disability? We do the student a disservice and may harm his or her educational progress and self-esteem.

We all know that students with learning disabilities are not a homogeneous group. We also know that the needs of students with learning disabilities may—and often are—very different from the needs of other nonachievers, such as students with limited English proficiency or children of poverty.

My experience with a student I will call Scott, who was first evaluated for learning disabilities at the end of 3rd grade, illustrates the importance of individualization. Although Scott's teachers had been concerned about his "difficulties in reading" and, as a result, had placed him in a "Title I reading group" for two years, by 3rd grade he was having pronounced difficulty completing his class and homework assignments. In addition, he began to behave inappropriately in class.

Scott's 3rd grade assessment revealed an orthographic processing disorder. Appropriate accommodations, compensations, and instructional techniques were then developed. However, despite remediation, Scott developed a negative self-image—the result of a late diagnosis and failure to individualize. How unfortunate for Scott that he did not receive the correct instructional strategies two years earlier. One less child would have had to suffer needlessly.

A Crucial Role for the Special Education Practitioner

While current restructuring efforts do not have to lead to the dilution of services and loss of special protections to the LD population, some prominent scholars fear that it will. Pointing to the bleak history of instruction for students with learning disabilities in the general education classroom, they question the extent to which restructured programs will meet the individual needs of these students.

As we merge into new partnerships and professional communities, the special education practitioner must take a leading role in promoting the core concepts that more than 30 years of research have produced. This means that, as we focus with co-workers on students with learning problems, a key element of our daily efforts must be advocating for norm-referenced testing for students with suspected learning disabilities. This information must then be used to individualize their educational program.

Dede Johnston, PRSE, is an educational diagnostician and consultant in Delaware. She is a member of CEC's Delaware Federation.

Teachers' Actions, *from page 5*

A study by La Vonne Neal, professor at Southwestern University in Georgetown, Texas, showed that 65 percent of teachers would identify students who walk in a nonstandard manner as needing special education and as more likely to be aggressive.

Another problem occurs when teachers make assumptions about cultural practices and/or use instructional strategies that conflict with the way students are expected to learn in their own cultures. For instance, teachers may believe that Native American children have difficulty with writing because their culture has an oral tradition. However, when Elba Reyes, professor at the University of Arizona, went into the community, she found a rich written culture. Furthermore, when Reyes used the students' cultural background to teach writing skills by asking them to write their stories, she found they were not only able to write, but their writing reflected the rhythm and structure of their oral storytelling.

When referrals to special education are based on cultural misunderstandings, they may not be corrected during assessment. One of the reasons is that current assessments are often invalid for students from diverse backgrounds, those who speak English as a second language, or even those from poor families. Because the assessments available are normed on middle-class Euro-American culture, students who have not had the experiences common to that population are at a disadvantage. Furthermore, cultures differ in their view of behavior disorders and mental illness.

"What we think of as schizophrenia, which has pretty standard symptoms, is often diagnosed as manic depressive in Britain," said Alberto Bursztyn, acting assistant dean, The City University of New York, Brooklyn." "And that is a culture that closely resembles ours."

Assessments are also compromised because teachers' data reporting techniques are often inadequate, making assumptions and interpretations instead of reporting facts about behavior or learning. In addition, complete information, such as medical and other records, may be unavailable.

"Educators should always ask themselves, 'Would I want my child to be labeled disabled on the basis of the data we have available?'" recommended Alana Zambone, senior fellow at the Walker-Wheelock Institute for Equity in Schools.

With these many variables in play, students from diverse cultures can be inappropriately placed in special education. Likewise, teachers may miss the abilities of students from diverse cultures who should receive gifted and talented services.

We Can Solve the Problem

Fortunately, we have new strategies and techniques to help us change practices that lead to inappropriate placement and will improve instruction for students from diverse cultures. The first step is to get people to talk about what is going on in their school. Using anonymous case studies from educators' districts is a good way to get people to look at current practices, identify problem areas, and develop ways to change. This method allows educators to see what is happening and determine what *they* need to learn, according to Zambone.

Another change involves referral and assessment of students from diverse backgrounds. Before referring students from diverse cultures to special education, teachers need to be aware of differences in cultural communication and behavior and help students from diverse backgrounds adapt to the school culture. The further removed from school culture the student's home and/or community culture, the more help the student will need to bridge the gap. Instruction in this area can reduce assumptions of behavior disorders.

Likewise, teachers must become familiar with the learning patterns of different communities and experiences of children of diverse cultures. This represents a substantial shift from teaching facts about a certain culture. Rather, teachers should build on prior knowledge students have attained through their culture. As mentioned earlier, Native American students were able to write when the task was related to the literature of their culture.

Educators should also be aware that many cultures, such as Hispanic, African-American, and Native-American, use cooperation rather than competition for learning. Therefore, educators should try to incorporate more group activities into their lessons for their students from diverse cultures.

When students from diverse backgrounds are referred to special education for assessment, comprehensive information must be gathered to make an accurate determination of a disability. It is recommended that checklists be used to help ensure objectivity. Often, the use of checklists will show that the assumptions made about a student do not match the data collected on a checklist. To further ensure accuracy, Zambone recommends that two teachers (two current teachers or the current and previous year's teacher) and one caregiver participate in the assessment. This strategy ensures a problem is long-standing and exists in more than one domain.

Furthermore, in addition to the standard IQ and performance assessments, the student's records should be reviewed; observations conducted; work samples studied; and interviews with family, community members, and other teachers conducted. Also, the diagnostician must be aware of the limitations of any tests given and combine a number of assessments to get pertinent results. Finally, an analysis of teaching should be done to determine if additional changes should occur in the classroom setting.

If a child from a diverse background is determined to be eligible for special education, his or her IEP goals should be culturally and linguistically relevant. English as a second language and native language goals should be included, and any goals in the native language should match the structure of the student's language. (For example, reading from left to right would be inappropriate in a language that is read vertically.) Also, culturally relevant goals should reflect the students' current knowledge in their own culture. □

CALENDAR OF CEC events

december

December 6-9, 1998
DEC's 14th International Early Childhood Conference on Children with Special Needs. Chicago Hilton and Towers, Chicago, IL. Contact: Lorraine Birks, DEC Conference Office, 3 Church Circle, Suite 194, Annapolis, MD 21401, 410/269-6801, FAX 410/267-0332, e-mail: birks@gomeeting.com.

january

January 21-23,1999
TAM 1999 Conference, "ACCESS NOW! Technology for People with Disabilities." Doubletree Hotel, Portland, OR. Contact: Gayl Bowser, Oregon Technology Access Program, 1871 NE Stephens, Roseburg, OR 97470, 541/440-4791 (O), 541/677-0654 (H), FAX 541/957-4808, e-mail: gaylb@douglasesd.k12.or.us.

January 27-29, 1999
CASE Institute 1999, "Assessment." Sheraton Sand Key, Clearwater Beach, FL. Contact: Jo Thomason, 615 16th Street, NW, Albuquerque, NM 87104, 505/243-7622 (O), FAX 505/247-4822, e-mail: case-cec@aol.com.

January 28-29, 1999
Georgia CEC Federation Conference, "Orchestrating the 'Idea.'" Crown Plaza Hotel, Macon, GA. Contact: Hazel Luke, 3762 Gordon Hwy, Harlem, GA 30814, 706/737-7288 (O), 706/556-9272 (H), FAX 706/481-1620.

february

February 1-4, 1999
Louisiana CEC Federation Conference, "Painting a Portrait for Life : Louisiana Super Conference on Special Education." Hilton Hotel, Baton Rouge, LA. Contact: Donna Dugger Wadsworth, Box 44904, Lafayette, LA 70504, 318/482-6415.

February 3-6, 1999
MRDD 6th International Conference on Mental Retardation and Other Developmental Disabilities, "Research to Practice in the 21st Century." Aston Wailea Resort, Maui, HI. Contact: Polly Parrish, 6800 Bayou Run, Spanish Fort, AL 36527, 334/476-3299 (O), 334/626-3840 (H), FAX 334/621-0119, e-mail: Pparrish15@aol.com.

February 5-6, 1999
North Dakota CEC Federation Conference, "Magic! Our Bag of Tricks." Grand Forks, ND. Contact: Linda Hartman, 701/746-2230.

February 8-9, 1999
Tennessee CEC Federation Conference "Collaboration: Putting the Buzz Word into Action." Loews Vanderbilt Hotel, Nashville, TN. Contact: Dr. Kathy Puckett, University of Tennessee-Chattanooga, 615 McCallie Avenue, 310 Hunter Hall, Chattanooga, TN 37403, 423-584-8173(O), FAX 423-594-8895, e-mail: bolt@usit.net.

February 12-13, 1999
Colorado CEC Federation Conference, "Courage to Risk." Broadmoor Hotel, Colorado Springs, CO. Contact: Mary Kennedy, 1372 Parker Drive, Longmont, CO 80501.

February 12-13, 1999
South Carolina CEC Federation Conference. Columbia, SC. Contact: Flora Ratliff, 864/281-1260 (O), 864/963-6923 (H).

February 18-20, 1999
Indiana CEC Federation Conference. Westin Suites & Sheraton Indianapolis North Hotel, Indianapolis, IN. Contact: Nina Yssel, Dept of Special Education, Teachers College, Ball State University, Muncie, IN 47306, 765/285-5700 (O), 765/286-0223 (H), FAX 765/285-2067.

February 18-20, 1999
Kentucky CEC Federation Conference, "Exceptional Children: Their Future, Our Commitment." Executive Inn, Louisville, KY. Contact: Coleman House, 1355 Barbourville Road, London, KY 40744-9303, 606/864-6065 (H).

February 19-20, 1999
CCBD Forum, "Development of Behavioral Intervention Plans and Supports: Changing Roles and Responsibilities." Holiday Inn Downtown-Superdome, New Orleans, LA. Contact: Lyndal Bullock, University of North Texas, PO Box 310860, Denton, TX 76203, 940/565-3583 (O), FAX 940/565-4055, e-mail: bullock@tac.coe.unt.edu.

February 19-21, 1999
Virginia CEC Federation Conference, "IDEA 97: Creating Positive Outcomes for 2000 and Beyond." Roanoke Airport Marriott, Roanoke, VA. Contact: Sharon Walsh, 6129 Calico Pool Lane, Burke, VA 22015, 703/250-4935 (O), 703/250-2564 (H), FAX 703/250-4935, e-mail: walshtaylo@aol.com.

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VOL. 5 NO. 5
DECEMBER/JANUARY 1999

Plan NOW to join us in Charlotte, April 14-17, for the 1999 CEC Annual Convention!

This year s convention promises to be one of CEC s best ever, with outstanding and information-packed educational sessions, renowned presenters, and world-class exhibitors.

For updated information on the convention, see the CEC Web site, www.cec.sped.org. You ll find descriptions of the preconvention workshops, strands, keynote speaker, division showcase sessions, and session titles, as well as a rundown of things to do and see in Charlotte and practical tips on hotels and transportation.

See you in Charlotte in April! Get ready for a warm, sunny welcome from our Carolinian friends.

inside

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The Hidden Problem Among Students with Exceptionalities–Depression

Every parent's worst nightmare came true for Juanita Chavez and Atanacio Armijo when they found their son dead of a self-inflicted gunshot wound to the chest in their New Mexico home.

Their son, Philadelfio, a special education student, was sent him home on emergency suspension after harassing an elementary student and threatening physical harm to his teacher, her son, and her car. The principal who sent him home failed to inform his parents or recognize his symptoms of depression and suicidal behavior.

In fact, several months prior to his death, School Aid Pam Clouthier noted that Armijo was constantly depressed and nervous. Despite these observations, the school perceived his aggressive behavior merely as a threat to others rather than as a threat to himself.

This could happen to one of your students. Suicide is the third leading cause of death among people ages 15 to 24 in the United States, according to the National Center for Health Statistics. It is the second leading cause of death in Canada, according to Canada's Minister of National Health and Welfare.

In the U.S., school-based studies indicate that across the board 2-4 percent of school-aged children (4-12 years old) and 4-8 percent of adolescents (12-18 years old) suffer from depression, according to Steve Forness, professor of psychiatry and biobehavioral science at the University of California, Los Angeles. Due to the limited statistics available, it is unclear how many children

Continues on page 5

Technology Plays Vital Role in Special Education and Literacy Development

Once literacy was defined as the ability to read and write. No more. Today, most individuals agree that literacy entails much more than these basic skills. The U.S. Department of Education's Office of Special Education Programs defines literacy as reading, communicating, computing, making judgements, and taking appropriate action.

Technology is one tool that helps students with disabilities develop literacy skills. Macro International and CEC conducted a project that explored which technologies students with disabilities use to promote literacy, how technology benefits students with disabilities, and the factors that encourage and discourage technology use. Specifically, the following questions were addressed:

- What is the state of practice of using technology for special education students' literacy skill development?
- What are effective and innovative strategies for using technology to promote literacy?

How Technology Promotes Literacy

Nearly all special educators believe that technology helps students with disabilities develop literacy skills, as well as enables them to meet IEP objectives, improve course grades, and increase standardized test scores.

Continues on page 9

To all who work with the handicapped

My hope for you, my friends, is this:
Each night when you look back at the labors of your day,
may you go to sleep with smiles on your faces,
and memories of small victories
in your hearts.

May the warm moments
you have given parents and children
return to you
and keep the chills from your body and soul.

May the things you have poured
into the oceans of our lives—
hope, joy,
a clearer tomorrow,
confidence, skills,
small successes that cheer us,
love, encouragement—

May all of these things come back to you
and engulf your lives
on each returning tide.

In moments when you wonder if it all adds up,
may you remember the success that you saw and lived,
but didn t know how to write
into the proper spaces on the proper forms.

If I had two gifts to give you, they would be—
the ability to see where our children would have been
if they hadn t had you,
and a good memory,
so that each night,
as the day begins to leave your senses,

you remember—
and go to sleep
with smiles on your faces,
and small victories in your hearts.

Reprinted from Bethy and the Mouse: A Father Remembers His Children with Disabilities. *Cambridge: Mass: Brookline Books; 1997; 800/666-2665.*

State Farm Good Neighbor Award

Debbie Carter—The Driving Force Behind Book Buddies Lending Library

Debbie Carter, the December 1998 recipient of State Farm Insurance Companies' Good Neighbor Award for Special Education, isn't one to take credit for her work. "Behind every successful person and project is a team of people working to achieve a common goal," she says regarding her colleagues and students' families efforts to build a literacy program at Indian Prairie School District 204's Preschool in Naperville, Ill.

While Carter works with a strong community base, her 11 years of teaching experience with an emphasis on early childhood special education and her lifelong commitment to literacy bespeak her merit as the driving force behind the Book Buddies Lending Library program in her school.

An avid reader since childhood, Carter knows the value of reading to children as early as possible. In addition to the wealth of research supporting the idea that young children exposed to a print-rich environment become good readers and writers, Carter has seen her students develop a joy of reading that stays with them from year to year.

The Book Buddies Program

Since the spring of this year, Carter and her colleagues have built an extensive program in an inclusive preschool setting, reaching more than 400 3-5 year-olds. Carter now coordinates the efforts of families, teachers, and other staff to make it all happen.

The Book Buddies Lending Library uses a language and reading approach to make developmentally appropriate literature come alive for young children. Each book is placed in a decorated canvas bag along with materials for a variety of interactive activities—games, recipes, and art projects—that focus on the book's theme. These activities are completed over one week with involvement by the entire extended family, including parents, older siblings, and even grandparents. Featured book titles have included *Fish Eyes* by Lois Ehlert, *From Head to Toe* by Eric Carle, *My Many Colored Days* by Dr. Seuss, and *Surprise Garden* by Zoe Hall.

Reaching children of all skill levels and learning styles in general and special education, the Book Buddies program targets all areas of a child's development, including fine and gross motor, language, social-emotional, and cognitive skills in math, science, music, and movement. And by including families in the reading process, Book Buddies connects students' classroom education with their home development.

Related Literacy Projects

Carter and her colleagues have also worked on a family book festival in which they sell books and have guest readers from the community, including local police officers, "Mother Goose," and even the school district's superintendent reading to the students. They are also developing a Family Literacy Night where families and their children come to school during the evening for a number of reading activities.

Connect with Carter

Carter is interested in sharing this program with teachers across the country. CEC members can learn more about this and other programs Carter and her school district are working on by reading and responding to Carter's lesson on CEC's Discussion Forum, "Lesson Swap & Share." To access it, point your browser to www.cec.sped.org and click on the "Discussion Forum" link on the side bar. You will need your CEC member identification number to join the discussion. □

The CEC Consultant, Trainer, and Expert Witness Directory—*The* Guide for Experts in the Field

The CEC Consultant, Trainer, and Expert Witness Directory is a searchable database that references special education consultants, trainers, and expert witnesses from such varied professional backgrounds as teachers, administrators, university faculty, and many more.

The directory allows you to customize your free search for the right individual. You can search by area of specialty, license, and certifications held; expert witness experience; geographic location; or key word searches. Within seconds, matches will appear for you to review. Specialty areas include ADD/HD, administration/supervision, advocacy, assessment, behavior disorders, career development/transition, collaboration (professionals, agency, family), communication development, cultural/linguistic diversity, curriculum integration, early childhood, IDEA, inclusive schools and communities, legal issues, mental retardation/developmental disabilities, strategies for promoting socially appropriate behaviors, and teacher preparation.

Only CEC members are eligible to be listed in the database.

For information on accessing the database or for information on how to post your information in the database, go to the CEC Web site and click on Job Bank: www.cec.sped.org/cc/cc.htm or call ResumeLink, the service administrator, at 614/923-0600.

Also at CEC Career Connections...

JobMatch, an online, searchable listing of job vacancies in all areas of special education, is a free service to CEC members! ResumeMatch is a searchable database of resumes submitted by special educators interested in employment. Members just have to registering on-line! Check out Career Connections at CEC's Web site: www.cec.sped.org/cc/cc.htm.

Set-Up a Speakers Bureau to Promote Careers in Special Education with New Publication

Has your district asked you to speak to groups about careers in special education? Are you a teacher interested in promoting a career in your profession? Or a student who has been given the assignment to explain your chosen profession to others? Is your CEC unit actively promoting careers in special education in your community? The activities in a new book published by the Clearinghouse on Careers Related to Early Intervention and Education for Children with Disabilities (formerly the National Clearinghouse for Professions in Special Education) can be easily modified for different settings such as these.

Creating a Speakers Bureau to Promote Careers in Special Education and Related Services, by Jaye Harvey, Jo Smith Read, and Matty Rodriguez-Walling, is a *free* publication that provides practical information to help individuals, chapters, or state agencies implement a speakers bureau to recruit young people into careers in special education, early intervention, and related services. The authors helped develop and implement a career awareness speakers bureau in their states (Virginia and Florida), and the book reflects the different strategies used in the two programs as well as the lessons learned in both models.

The book also includes ideas for nomination and invitation processes to start a speakers bureau, speaker training, teamwork, potential audiences, follow-up activities, funding sources, evaluation, and ways to sustain the projects. In addition, the appendices provide a list of professional organizations and contact information, planning and evaluation forms, presentation overheads and materials, a sample presentation, sample newsletters, and a list of sources of information and materials available from the National Clearinghouse. □

To order your *free* copy of *Creating a Speakers Bureau to Promote Careers in Special Education and Related Services*, call 800/641-7824, 703/264-9476, or ncpse@cec.sped.org.

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Advocacy in Action

CEC Joins Initiative to Relieve Special Educators from Completing SSI Evaluations

In an effort to relieve special education teachers of an onerous task and improve the information gathered on students receiving Supplementary Security Income (SSI), CEC has joined an initiative to address the requirements of the Welfare Reform Act of 1996. This act requires all children who receive SSI to undergo a redetermination for eligibility at age 18. The act further demands that the 18-year-olds be judged under the adult standard, which evaluates an individual's ability to work. The Social Security Administration (SSA), which administers the SSI program, relies heavily on special education personnel to generate data to determine the student's functional limitations.

CEC and others in the disability community question the redetermination process. At 18, most students in special education are transitioning from school to adult life. The SSI program is important for students who have a poor prognosis for independent work, because it is a gateway to other adult services that facilitate self-support through work. Therefore, it is extremely important that a fair evaluation of these students' SSI eligibility be conducted.

To evaluate a person's functional limitations related to work, long-term observations are required to determine the intensity, frequency, and duration of his or her functional limitations, or any adverse social characteristics, that are associated with work.

But many in the special education and disability fields question whether special education personnel are qualified to provide the documentation necessary to ensure an accurate portrayal of a student's functional limitations, especially as they relate to his or her ability to work outside the classroom.

"Often, the teacher responsible for filling out the forms for a student's SSI redetermination hearing is the same teacher responsible for providing documentation for that student's IEP," said Beth Foley, CEC Public Policy specialist. "This puts the special education teacher in the difficult position of having to note a student's gains or existing competencies in his or her IEP, while at the same time providing objective data (focusing on a student's weaknesses) that warrant an SSI award."

Data Collected from Special Education Teachers Yields Invalid Picture of Student Ability

The high rate of eligibility reversals since the redetermination requirement was enacted in 1996—56 percent of special education students have lost benefits—prompted questions from the disability field about the validity of information provided to the SSA about special education students. If special education transition personnel cannot document functional limitations for work (which may often be the case), the transition student will be unfairly penalized.

A review of questionnaires from Maryland and Minnesota showed that information derived from educational performance/behavior probes is often faulty, according to a panel of U.S. Department of Education staff members and representatives from the disability community. The panel, which is is examining procedures for SSI redetermination of special education students at age 18, has found

- Personnel who observe transition students on a longitudinal basis in learning environments but not work environments may present less accurate information than personnel who make direct observations in work settings.
- Validity of data entered by personnel who evaluate special education transition students on a short-term basis is questionable.
- Information presented by personnel who do not directly observe functional limitations and study records may be of questionable validity.

The panel also has stated that current special education personnel preparation programs and hiring practices present significant barriers to accurate documentation by special education personnel of a student's functional limitations associated with work.

Other limitations affecting the reliability and validity of the teacher role in the redetermination process include untrained personnel and SSA probes on fraud and abuse.

Some State Disability Determination Services distribute a second part to the teacher questionnaire designed to assess the extent or possibilities that some children who undergo SSI redetermination are being coached. For example, they are instructed to do poorly on tests or engage in disruptive behavior in order to obtain or maintain their SSI benefits. The teachers are placed in a no-win situation in which they are assessing their students and parents for potential fraud and abuse of the SSI system, while at the same time they are requested to present objective data on the student's functional limitations that would support SSI eligibility.

A Better Way

What does the panel suggest to ensure a fair evaluation of students who are redetermined for SSI at age 18?

- Terminate the part of the teacher questionnaire that requires school personnel to report attempts by parents and students to coach SSI recipients to display behavior that enables them to remain on the SSI roles.
- Assess the school's capability for conducting an evaluation of functional limitations associated with work. If functional limitations related to work have not been identified on the student's IEP, his or her community-based vocational education experiences, or work-related activities, alternative assessments for functional limitations should be referred to non-school agencies.
- Study the questionnaires and other probes that state DDS's use to determine a student's SSI eligibility—using the adult standard—at age 18.
- Defer cessation recommendations until extended evaluation of functional limitations are conducted in work or work-related settings.
- Provide training for special education personnel to document valid, reliable, and objective information of functional limitations associated with work for transition students.

For more information, contact Beth Foley at 703/264-9409. □

Depression, *from page 1*

with exceptionalities commit suicide or suffer from depression, but it is generally accepted that "the prevalence of depression and potential suicide is higher among children with exceptionalities than among the general school population," according to Eleanor Guetzloe, professor of special education at the University of South Florida in St. Petersburg. While studies of the prevalence of depression in exceptional youth are limited, Forness estimates that between 30 and 40 percent of students in ED classes and 10-20 percent of students in LD classes suffer from depression.

The reasons for the high prevalence of depression in students with exceptionalities are clear. For students with disabilities, the stigma of being labeled with a disability or disorder can depress a child, Guetzloe said. Additionally, a number of biological factors related to the root of disabilities such as traumatic births, seratonin deficiencies, and other psychiatric disorders support a genetic predisposition for depression

Students with gifts and talents get depressed too. Their tendencies to be perfectionists, overly harsh on themselves, and idealistic, set them up for "failure" and frustration, leading them to feel depressed, according to James Webb, founder and co-director of Supporting the Emotional Needs of the Gifted. With the intense feelings they usually internalize, a "B" on their report card could mean the end of the world. And Webb argues that students with gifts and talents often suffer from existential depression in which the youth confronts basic issues of existence—death, freedom, isolation, and meaninglessness—issues with enigmatic and empty answers too frustrating for a 16-18 year-old to face.

Why This Population is Overlooked

Even though it is clear students with exceptionalities face unique challenges that make them more prone to depression, a number of factors prevent educators from detecting it. Many students who exhibit aggressive behavior are identified as having a conduct or behavior disorder when, in fact, their aggressive behavior may signify they are depressed.

"People don't get beyond the aggression to realize that the reason for the aggression may be depression," said Beverley-Holden-Johns, supervisor of the LD/BD/SBD program at the Four Rivers Cooperative in Jacksonville, Ill.

Students living in urban areas who exhibit aggressive behavior are "definitely overlooked," because they are perceived to be expressing "plain old acting out aggressive behavior," added Brenda Townsend, associate professor of special education at the University of South Florida in Tampa.

"We think they can control it and are just acting that way," Townsend said. "It's so hard to discern the root of aggression. They come to school angry. When you talk to them, their self-esteems are low [and] they have fatalistic, defeatist outlooks on life."

Or, depression can be misdiagnosed as attention deficit disorder.

"We're better at identifying ADHD than internal depressive disorders," Forness said.

In addition, culturally based behaviors of students from diverse backgrounds are often misinterpreted and, as a result, educators may fail to detect depression in their students. Many of the same cultural misinterpretations that land diverse students in special education classes in the first place apply to oversights of depressed students according to Townsend. Furthermore, some cultures may look down on mental disorders.

"In some cultures, it's a stigma to have a psychological problem," Townsend said.

For students for whom therapy is a stigma, feelings of depression may be more internalized, leaving many students untreated, Townsend continued. Even if families know something is wrong, their cultural beliefs prevent them from seeking any kind of psychiatric help for their child.

Students with gifts and talents also fall through the cracks and are left to deal alone with their depression. These students tend to be excellent problem-solvers, which enables them to cover up their symptoms of depression in order to fit into mainstream society.

"They are smart enough to know they are not liked if they overtly show depression," Webb said.

Students with gifts and talents also have few people to whom they can relate. Many teachers, counselors, and mental health professionals do not understand the characteristics of gifted children, including the intensity of their feelings. And partly because of this, many people do not think children

Continues on page 13

Symptoms of Depression

If a student's behavior changes as described below, he or she may suffer from depression.

Academic Signs

Unexplainable decline in grades/performance
Loss of interest in school subjects
Giving up easily when attempting schoolwork

Social/Behavioral Signs

Disruptive behavior
Withdrawing from social contact
Unreasonable fears
Reckless/Antisocial behaviors (lying, stealing)
Alienating peers
Looking tired or falling asleep
Restlessness

Cognitive Signs

Problems concentrating
Forgetfulness
Indecisiveness
Lack of Confidence
Preoccupation with death (written, verbal)

Emotional Signs

Sadness
Poor self-esteem
Irritability
Excessive complaining
Feelings of guilt

Physical Signs (which may require family detection)

Sleeping too much or too little
Sudden weight gain or loss
Change in appetite
Bodily aches, pains, fatigue
Looking or acting "slowed down" (psychomotor retardation) or "sped up" (agitation or hyperactivity

Top Tips for a Great Student Teaching Experience

Melissa Whitmore, Student CEC president, gets into the spirit of Halloween with one of her pupils while student teaching.

Five days before I was supposed to begin my student teaching experience, I had a surprise tonsillectomy. It was something I hadn't planned and certainly not how I wanted to start my teaching career. Calling my cooperating teacher and supervisor to let them know I needed emergency surgery wasn't something I looked forward to. But, to my surprise, both were very understanding, and the whole thing wasn't as big of a disaster as I thought it would be when I was sobbing in the doctor's office.

Student teaching is one of the most important steps in preparing to enter the special education profession. And it is an opportunity to learn from seasoned professionals and your students in a safe environment. But any number of things can derail the experience, from health problems such as that described above to professional issues.

To help you make your student teaching experience as positive as possible, Student CEC is presenting a wide range of suggestions for making the most of this experience—here are the top 10 tips.

1. Before you begin student teaching, meet with your cooperating teacher to discuss expectations, plans, and general goals. Introduce yourself to the school's principal as well.

2. Be honest with your cooperating teacher. Let him or her know any special circumstances that will occur during your student teaching. Establishing a good rapport with your cooperating teacher from the beginning is important and will make it easier to discuss ideas, strategies, and your performance. By creating a comfortable environment, you will also be able to ask for help when you need it.

3. Learn some of the skills your cooperating teacher uses to get students back on track without reinforcing negative behavior. Watch for techniques to connect lessons with activities.

4. Keep a journal or notebook of things you see and do that you like, don't like, or that you would do differently the next time around. Also note behavior management strategies and begin collecting materials that your cooperating teacher uses successfully.

5. Participate in an IEP conference. Take the opportunity to do some testing or work one-on-one with a student so you are able to put together an IEP yourself.

6. Take photographs of your work (bulletin boards, projects, cooperative learning in action) and put together a portfolio to show principals during interviews.

7. Follow a student around for a day to experience school from his or her perspective. You have probably forgotten what it is like to sit for six hours, eat in the lunchroom, and get to class on time.

8. Learn discipline techniques. Interview different teachers to find out how they run their classes and discipline their students. This will help you when setting up your own classroom and working with your students.

9. Be flexible! Have back-up lessons and be prepared for many changes in schedules and plans. Don't be surprised or frustrated with "bad" days. It doesn't mean you've chosen the wrong career, it just means you are human. When reviewing the outcome of a lesson, first think about how many students "got it" and then plan what you can do to work with those who need more help.

10. Remember that you are there to teach. It is nice be liked by your students, but first you need their respect.

If you would like to learn about other tips, share lesson plans, and get ideas from students and first year professionals, join the newly formed Student Teaching/First Year Teaching discussion forum. You can participate via the CEC Web site, www.cec.sped.org. Join us for an interactive discussion that will help you become a better teacher. (Coming soon!) □

Calling All Leaders

Want an exceptional opportunity? Want to be in the know about special education and CEC? Run for the Student CEC Executive Committee. Available positions are

President Elect/President—This is a two year term leading the organization.

Vice President of Committees—Oversees three standing committees.

Vice President of Programs—Plans the 2000 Vancouver convention.

Vice President of Communications—Develops the Student CEC Web site and writes and edits the *CEC Today* student section.

Petition packets are on the Student CEC section of the Web page, www.cec.sped.org.

Ontario's "Yes! I Can Awards" Touch Hearts, Bring Smiles

The thank you letter arrived innocently in the mail: "Saturday, October 24th, was a wonderful day for our whole family. The Ontario CEC 'Yes! I Can' was a great experience for us. Drew was thrilled to win a lego backpack as his draw prize. . . .The lego prize has motivated his building creatively like I have never seen before.

"Drew was also thrilled to see himself on the 6:00 o'clock news," his mother wrote.

"The Yes! I Can medallion, Yes! I Can cap, Ontario CEC certificate, awards, and luncheon was also a great way for my parents to celebrate their birthday," Drew added.

Drew's mother wanted everyone at the Ontario Federation to know we had touched their hearts and to say thank you.

The Yes! I Can Awards were a highlight of the annual Toronto conference. Attendance was outstanding, with 56 Yes! I Can nominees attending as well as more than 200 CEC members and delegates. Lance Brown, sportscaster from one of Toronto's major TV stations, gave special recognition to several of the students as he presented the awards.

As tears, laughter, and joy overflowed, the Ontario Federation demonstrated that children are at the heart of CEC.

A Goal Met

Enhancing the Yes! I Can Awards was one of the Ontario Federation's goals for this year. The project was organized by the Ontario Pioneer subdivision under the leadership of Enid Baird. The pioneers made sure every Ontario chapter had all the information required to nominate their winners. They also focused on fundraising and soliciting prizes from sponsors. The response from the community was overwhelming and increased the awareness of CEC in Ontario.

Not only were the pioneers' contributions vital to this inspiring event, they also got an opportunity to reunite with past friends, meet new CEC members, and share in the joys of the award recipients. □

New Book Gives Effective Strategies for Teaching Students from Diverse Backgrounds

Find out about the latest techniques for teaching students from diverse backgrounds with learning problems from a new book from the ERIC/OSEP Special Project at CEC. *Teaching English Language Learners with Learning Difficulties: Guiding Principles and Examples for Research-Based Practice*, by Russell Gersten, Scott K. Baker, and Susan Unok Marks, provides practical tips for special education teachers, school psychologists, administrators and program specialists. The book's timely and essential content includes access to the general education curriculum, useful initial teaching strategies, and techniques that build comprehension and other language abilities, among other topics.

Teaching English Language Learners includes discussion and examples of key instructional principles such as

- Employing teacher "think aloud" and modeling.
- Applying consistent language in communicating complex concepts.
- Balancing cognitive and language demands during instruction.
- Using concrete examples and experiences to increase student understanding.
- Using peers to promote language use, development, and understanding of complex content.

It also includes a brief, easy-to-understand description of current federal policies related to English-Language Learners. To order, call 888/232-7733. □

CEC 1999 Satellite Broadcast Series

Implementing IDEA '97

Designed especially for school-based special and general educators, this series offers specific tools, strategies, and best practices for implementing IDEA.

And, audience members can participate in our "IEP" and "Discipline" Web forums! Each forum will be open for three weeks after the broadcast.

IEPs that Work for Everyone

Participants will learn guidelines to assess present levels of performance and develop measurable goals, collaborative goal-setting strategies, and effective and easy ways to plan and organize IEPs.

Thursday, February 25, 1999

Broadcast Times:

1 - 4 pm EST

11 am - 2 pm MST

12 noon - 3 pm CST

10 am - 1 pm PST

Get Disciplined! Successfully Addressing Student Challenging Behavior

In this telecast participants will discover the value of three approaches to discipline: school-wide, universal conduct standards and strategies; focused interventions for students who have difficulty displaying appropriate conduct; and intensive wraparound services to help students with problem behaviors be successful at home and school.

Thursday, March 25, 1999

Broadcast Times:

1 - 4 pm EST

11 am - 2 pm MST

12 noon - 3 pm CST

10 am - 1 pm PST

Call 888/CEC-SPED for more information. Discounts are available on selected CEC publications for broadcast participants.

Division Focus

CASE

The Council of Administrators of Special Education

Work with CEC and the other partners on the ILIAD partnership grant on IDEA Local Implementation by Administrators is moving forward rapidly. CASE is hiring a half-time consultant to work on the project, and it is anticipated the consultant will be housed at CEC and assist in materials development and training. Interested persons should contact Jo Thomason at the CASE office, 505/243-7622.

The end of January will bring the CASE/CEC Institute on Assessment. Registration is excellent, and participants look forward to hearing the information to be shared by Martha Thurlow, Josie De Leon, and Karen Fognani-Smaus.

Plans are underway for the CASE activities at the CEC convention in Charlotte in April. Members should watch the CASE newsletter for information on the program, membership meetings, CASE Fun Night, and other activities during convention!

DEC

The Division for Early Childhood

DEC held it s 14th annual conference in Chicago in December. Over 1700 individuals interested in young children and their families were in attendance. As usual, the conference was extremely successful and included some new events such as research round tables and a strand of sessions focused on collaboration between Head Start, Child Care, and Early Intervention.

DEC has been awarded two grants. One grant focuses on providing training and technical assistance related to new IDEA regulations to teachers and other service providers. The other grant will support the revision of DEC s recommended practices document. You may contact the DEC Executive Office, 303/620-4579, if you have questions about either grant.

CEDS

The Council for Educational Diagnostic Services

CEDS is announcing a Call for Papers for its 1999 annual topical conference. Assessment, the implications for instruction, and possible interventions, will be a priority. Topical areas include

- Identification of and intervention with students with ADHD, emotional/behavioral disorders, learning disabilities, and multiple disabilities.
- Assessment of gifted students.
- Assessment and information gathering techniques appropriate for inclusive students.
- Functional assessment.

The deadline for proposals is March 26, 1999. For more information, contact Sandra Latchford, 60 Surrey Cres., Fredericton, New Brunswick, Canada E3B 4L3; e-mail: sandral@unb.ca; fax: 506/453-4765.

DPHD

The Division for Physical and Health Disabilities

DPHD is proud to announce its newest subdivision in Georgia. Georgia DPHD already is distributing its newsletter throughout the state, and members are participating in planning a state conference in physical/health disabilities.

DPHD s Critical Issues and Leadership Committee is investigating starting a mentor program in assistive technology. Individuals who have comments or suggestions regarding a mentoring program in this area are invited to contact Kathy Heller at kheller@gsu.edu.

DLD

The Division for Learning Disabilities

In November, DLD sent comments to the Department of Education (ED) on the proposed Individuals with Disabilities Education Act (IDEA) regulations. DLD proposed that ED set up an outside group to assist the department in reviewing the regulations to reduce the paperwork burden on special education teachers. DLD also offered to be part of this group. In addition, DLD expressed concern about the provision allowing funds to be spent for non-disabled students.

Furthermore, DLD said the regulations should indicate that, where appropriate, direct, individualized intensive instruction for students with disabilities be clearly identified when necessary.

MRDD

The Division on Mental Retardation and Developmental Delay

To provide members with current materials and services, MRRD offers several new or updated publications. The recently published book, *Best and Promising Practices in Developmental Disabilities*, describes current effective practices within a framework of existing and established best practices. This book is available through CEC and Pro-ed Publishers.

In 1998, the first Prism book, *Within Our Reach: Behavior Prevention and Intervention Strategies for Learners with Mental Retardation and Autism*, was published by the division and distributed free to all members. This book uses a collaborative problem solving process to define, analyze, set goals, design and implement plans, and evaluate the effectiveness of those plans. The book is an excellent resource for educators and those teaching future educators. It is available through CEC.

In 1998, the second edition of *Social Skills in School and Community* was printed. This updated version of the ever-popular book has already sold over 250 copies. This book, highly valuable to practitioners, offers actual lessons and activities tested and proven successful with students. It is also available through CEC.

Finally, in an effort to expand the impact of the upcoming 6th International Conference on Mental Retardation and Other Developmental Disabilities being held in Maui, Hawaii, February 3 - 6, 1999, the division is devoting an entire issue of the journal Education and Training in Mental Retardation and Developmental Disabilities to select presentations from the conference. All conference presenters will be invited to submit an article for the special issue. This will enable the division to share the exceptional information gathered during the conference with all division members. If you do not currently subscribe to the journal, now would be an excellent time to do so.

Technology, *from page 1*

A primary reason is that technology often allows students to accomplish things they otherwise would not be able to do or would have a very difficult time doing.

"For some students, technology makes a difference in whether or not they learn," said one survey respondent.

Following is a breakdown of the numerous ways in which technology helps students with disabilities become literate, in every sense of the word, and achieve academic success.

Increases Access to Information

Technology allows students with disabilities to access information that otherwise would not be available to them. Many educators say "technology accommodates for the disability," because it gives students the same access and advantages that general education students have when they use the computer.

Reinforces Information

Technology gives students additional practice and augments their lessons by giving students the opportunity to repeat a lesson as many times as desired. "The computer will repeat things many more times than a human. It is always patient. The more practice students get, the more ingrained the material becomes," said a participant.

Additionally, the computer allows students to enhance their learning. For instance, students can use the Internet to find further information on a topic.

Allows Students to Work More Rapidly and Produce a Finished or More-finished Product

Since technology can make it easier to perform certain tasks, it enables some students with disabilities to produce a finished or more-finished product.

Not only do these factors contribute to a student's success, it also allows teachers to more accurately assess student performance and knowledge. Papers are completed and can be accepted by teachers, for "teachers are more receptive to products that appear finished and polished." Another teacher said that with a computer and an audio tape recorder, one of her students is able to create products that can be used for grades.

Offers Independence

Some students with disabilities gain independence through technology. For instance, pushing a head switch can allow individuals with a severe physical disability to control when software advances to the next screen. Many students with disabilities do not have the fine motor control to use a standard keyboard. Using an alternative keyboard with large buttons allows these individuals to operate a computer independently. Previously they dictated their work, but students with physical and learning disabilities can write independently using speech recognition software.

Serves as a Motivator

Experiencing success motivates many students to try to learn new things. Numerous educators share this administrator's opinion that "(k)ids try harder because they feel better about themselves. They are more active learners." A teacher said, "They become more focused (when using technology), and they explore more on their own."

Knowing that they can accomplish more by using technology, some students with disabilities will attempt to tackle new lessons. Also, by making the task easier, technology decreases students' frustration, and they are more willing to continue trying. For others, being able to do something independently encourages them. In addition, some students are motivated by being equal or more equal with their peers, which results from the advantages technology gives them. Finally, many educators have found that students' improved attitudes toward schoolwork often lead to better grades.

Makes Learning More Interesting

Many students with disabilities enjoy using technology and find learning more interesting if technology is involved. Several educators say that technology is appealing because students are more actively involved than when reading a textbook. For many students with exceptionalities, using a computer and other technologies adds fun to learning. Some students feel "they are playing a fun game, rather than learning" when they use CD-ROMs, structured writing programs, and other technologies, according to one survey respondent. Numerous educators said their students try harder, and consequently learn more, because they enjoy using technology.

Because they are more motivated and interested in what they are doing, students stay on task more and work at a lesson for longer periods of time. Several educators said that students write longer products, read for longer periods, and pursue further information on their own when they use technology.

"They learn concepts by sticking with it," said one teacher.

Frequency of Technology Use

Following is a summary of the study's findings on technology use in special education.

- A wide variety of technologies promote development of literacy skills among students with disabilities. More special educators use video and audio technologies with their students than any other technology type. The most commonly used video technologies include video cameras, VCRs (for recording), and video tapes (for playing). Audio technology use typically means playing an audio tape or record or recording onto an audio tape. Portable computing devices such as calculators and electronic language aids (e.g., an electronic spell check or thesaurus) also are used by many students.
- While students with disabilities tend to use portable computing devices on a regular basis, audio technology use varies greatly. Video plays a limited role in the education of individuals with disabilities. These technologies tend to be used infrequently—less than once per month or for special projects only.
- Computers usually play a significant role for students with disabilities. Students with disabilities who access these technologies often use instructional soft-

Continues on page 13

Sign Up Now for Pre-Convention Workshops

CEC s pre-convention workshops, to be held on Wednesday, April 14, bring you the latest, in-depth information on topics of top concern for special educators today. (For more information, see the CEC Web site: www.cec.sped.org.)

Culturally Responsive Instructional and Motivational Strategies

Big Ideas to Increase Reading Power

Every Child Can Write: Strategies for Composition and Self-Regulation

You Can t Make Me! From Conflict to Cooperation in the Secondary Classroom

Simple Solutions for Achieving School Environments Conducive to Learning for All Students

Problem-Based Learning in the Classroom Instructional Strategies for Gifted Students

Rethinking IEPs and What IEP Teams Do: A Practical Guide for Planning and Developing IEPs

A Step-by-Step Model for Inclusive Campuses

Proactive and Positive Classroom Management and Discipline

Accommodating Learning Needs:Technology in Inclusive Classrooms

Life Centered Career Education

Your Personal Collaborative Profile

High Risk Reader in the Primary Years: Research, Curriculum, and Design Decision Making

Testing Students with Disabilities: Practical Strategies for Complying with District and State Requirements

Planning Positive Interventions to Manage Children s Challenging Behaviors

Adapting Curriculum for Middle School Students

The Online Academy

IDEA 97: Let s Make It Work

CEC/NCATE Folio Writer s Workshop

Parent/Professional Partnership Reaches Consensus on Crucial Issues

The CEC-hosted Parent/Professional Partnership meeting, held on December 15, 1998, addressed a number of issues of concern to parents and special education professionals. A summary of some of the most critical issues and the partnership views include

- **The Upcoming GAO Study on Discipline**—The partnership participants expressed concern over the use of the phrase "disruptive behavior" in the GAO study, which was commissioned in lieu of amendments to the Individuals with Disabilities Education Act (IDEA) 1997. The phrase "disruptive behavior" is worrisome because it is so open to broad interpretation and misuse.

The group members also wanted to ensure that the GAO determines whether IDEA procedures had been followed in cases of student discipline.

- **Paperwork in Special Education**—The partnership agreed that the paperwork burden should be of mutual concern to educators and parents, as it is indicative of the hindrances that prevent teachers from being effective. Meeting participants recommended that current documentation methods be improved.
- **Cessation of Services**—Educators and parents agreed that a policy should be developed under the upoming reauthorization of the federal Elementary and Secondary Education Act to end the cessation of services for ALL students, including those without disabilities.
- **School Vouchers and Charter Schools**—While vouchers will continue to be opposed, further policy development to protect the rights of schools and families was endorsed.
- **U.S. Supreme Court Decision in *Garret F. vs. Cedar Rapids***—Consensus could not be reached at this time about *Garret F. vs. Cedar Rapids*, a case concerning medical/health services for students with disabilities. Parents feared the Supreme Court would set a precedent restricting related services for students with special needs. All agreed to continue dialogue on this issue. □

Update on Special Education Teaching Conditions Forums

CEC has received feedback from two federations regarding their forums on Improving Special Education Teaching Conditions.

Many special educators testifying at the Maryland Conference echoed the concerns CEC has placed on the agenda concerning overburdensome and duplicative paperwork and high case loads. Other issues that arose included lack of adequate planning time, lack of resources and/or support staff, and poor teacher preparation, especially in the area of transition.

In New York, some participants stated that a "hidden curriculum" in many schools is for teachers to focus on paperwork. IEPs were also cited as a problem, with attendees expressing concern that IEPs often fail to adequately address instructional issues and that general educators seldom see their students' IEPs.

Upcoming Forums

Louisiana Federation, Feb. 4
Tennessee Federation, Feb. 8
Minnesota Federation, March 1
Arizona Federation, March 4

For more information about federation forums, please contact the federation president. If you would like to share your thoughts on special education teaching conditions but can't attend a forum, see the CEC Web site: www.cec.sped.org.

CEC Studies the Shortage of Personnel to Educate the Blind

CEC is leading a project of national significance to address the training of teachers of the visually impaired and orientation and mobility specialists. It addresses an ever-increasing low-incidence related issue—an inadequate supply of qualified personnel in our schools and education programs.

Currently, special education is experiencing a severe shortage of personnel to educate individuals with blindness. Teachers in the field report large caseloads and excessive travel time to meet with students across many schools. States without personnel preparation programs are suffering most from a lack of these special educators.

Problems also exist with credentialling. Those seeking training and certification are limited by the number of training programs.

The issues related to these problems are many and point out the need for unique training and supports for a population of learners that is widespread and diverse. This translates to designing a responsive network of personnel preparation that can provide qualified teachers and orientation and mobility specialists to all states.

To reach teachers, universities are using advanced technologies and alternative strategies. Distance education and collaborative relationships across universities, schools for the blind, state education agencies, and others provide promise for the low incidence areas of special education.

The national plan resulting from these efforts will highlight strategies to provide a full contingent of services to every school and educational setting serving children who are blind, deaf-blind, or have low vision.

Strategic Planning at CEC

This winter, a cadre of dedicated university faculty, vision experts, teachers, administrators, related services professionals and policy makers will begin a nine-month strategic planning process. They will help us envision possible futures and develop robust strategies to ensure an adequate supply of qualified professionals.

Background

The project held parent focus groups, discussions with teachers and university faculty to learn about the realities that face different geographic and economic regions of the country.

Also, a survey of 17 states was distributed. The surveys indicated that the shortage of qualified personnel to teach individuals with blindness in each state, as well as other problems resulting from this shortage.

The Partners

The Division on Visual Impairments, led by Donna McNear and Stuart Wittenstein are one of three partner groups leading this effort. The Association for the Education and Rehabilitation of the Blind and Visually Impaired is yet another partner, and the American Foundation for the Blind is involved as well. CEC brought these groups together to not only complete a national needs assessment that pinpoints what personnel needs exist in this country but also to design a plan for the nation.

Their work will be available through the CEC Web site, www.cec.sped.org. Visit the National Plan for Training Personnel to Serve Children with Blindness and Low Vision.

The NPTP Project is a two-year project sponsored by the U.S. Department of Education, Office of Special Education. (Contract #HO29K73005)

Principal Investigators for the Project are Christine Mason from CEC, and Roseanna Davidson, past President of DVI, currently on the faculty at Texas Tech University. □

TAKE IT FOR *granted*

Bank of America Scholarships for Students with Disabilities: The Bank of America Foundation is inviting applications to give college scholarships to students with disabilities. Deadline: Feb. 15. Eligibility: High school graduating seniors, four-year college or university undergraduates, and technical and vocational students. Contact: Nationsbank Abilities Scholarship Program, 864/268-3383, www.bankamerica.com/community/comm_rep_ov.htr.

Special Education Grants: The Education Department is inviting proposals for four programs under the Individuals with Disabilities Education Act (IDEA) to improve services to students with disabilities. The programs are research and innovation, personnel preparation, technical assistance and dissemination, and technology and media services. Deadline: March 1 for research projects, personnel preparation, and technology and media services projects; March 8 for technical assistance programs. Eligibility: State and local education agencies, colleges and universities, private non-profits, freely associated states, and tribal organizations. Contact: Grants and Contracts Services Team, 202/260-9182; www.ed.gov/news.html. The CFDA numbers are 84.324, 84.325, 84.326, and 84.327, respectively.

Rehabilitation for Children: The Office of Special Education and Rehabilitative Services plans to invite applications to improve rehabilitation for children with emotional and behavioral disorders. Deadline: April 30. Eligibility: Colleges and universities, public and private non-profits. School districts should partner with eligible entities to apply. Contact: Donna Nangle, 202/205-5880. CFDA # 84.133B.

Vocational Rehabilitation for Indians: The Education Department is inviting proposals for vocational rehabilitation services projects for American Indians with disabilities. Deadline: June 1. Eligibility: Governing bodies of Indian tribes and consortia of these located on federal or state reservations. Contact: Pamela Martin, 202/205-8494, www.ed.gov/news.htm. CFDA # 84.250H.

Stress Strategies for Special Education Teachers

BY MARY T. BROWNELL AND STEPHEN W. SMITH

With increasing student caseloads, teacher accountability initiatives, paperwork requirements, and the complexity of teaching students with numerous diverse learning and behavior problems, it is common to hear special education teachers say they experience excessive stress. For special and general education teachers, stress can become so overpowering that it reduces motivation and enthusiasm, which results in workplace alienation, absenteeism, and attrition. We found in a large-scale study of more than 1,500 special education teachers in Florida that excessive stress was one of the best predictors of a teacher's decision to leave the classroom.

For special educators, it is their professional empathy, dedication, idealism, and focus on students first that can make them vulnerable to excessive and damaging stress as they confront not only the multitude of problems that students with exceptionalities present but also those encountered when including students in general education programs. Since we know stress plays an important role in teachers deciding to leave the classroom and that teacher attrition negatively impacts the quality of education provided to students with exceptionalities, education professionals need to recognize and reduce workplace-related pressures and assist in effectively managing teacher stress.

Administrative Support Essential

First and foremost, school and district administrators should be accountable for creating emotionally healthy work environments for all school employees. Researchers studying teacher attrition in special education have identified building and district administrative support as key factors in job satisfaction, commitment to the workplace, and a decision to remain in special education. Education leaders should be accountable for setting school priorities and ensuring that teachers are included in the process. Additionally, educational leaders must have the most up-to-date knowledge about special education and the skills to assist teachers with challenging student behavior as well as collaborative efforts with parents and other professionals. Moreover, building and district level personnel need to be sensitive to the need for on-going professional growth opportunities so that teachers can remain confident in their ability to serve students successfully. Without administrative support and resources, it is unlikely that teachers, by themselves, can address adequately the problems that excessive stress creates.

What Can You Do to Reduce Stress?

However, even in the best workplace, a special education teacher is likely to experience stress. It is inevitable that when you work with students and their families you will encounter stressful situations. But, you can learn effective skills to effectively manage the stress and, consequently, find more job enjoyment.

Special education teachers can management their stress more effectively by building strong social networks and improving their coping strategies. Persons who manage considerable stress successfully are more likely to surround themselves with friends and family who can provide assistance. Seek out persons in your work environment whom you can trust to help you problem solve and assist you in improving your instruction and behavior management techniques. Even if you are the only special education teacher in your building, request help from a competent general education teacher who can provide a sounding board for you and assist you in improving your teaching strategies. Also, seek friends outside of work to discuss your frustrations and help you develop a plan of action, if necessary. Involve yourself with those individuals who will provide an encouraging outlook on your situation and help you solve your problems positively. Remember, constantly venting your frustration without developing appropriate solutions may produce even more anxiety and stress.

In addition to building a strong social support network, teachers can also learn to use active coping strategies. To actively cope, you can change the source of your stress, engage in activities to reduce your stress, or change your perception of the stressful situation. For example, you might be in a team-teaching situation where your colleague is ignoring your contributions. To change the source of stress, you might use conflict resolution skills (e.g., effective communication, active listening, anger management skills) with your colleague and try to negotiate a solution to the problem. To reduce stress, you also could add to your knowledge base by reading professional journals, taking a new course, and observing talented peers. When teachers are more confident in their abilities to instruct and manage students, they often experience less stress.

Finally, change the way you think about stressful situations. The adage, "Don't sweat the small stuff: It's all small stuff," is a good way to think. Set more realistic expectations for your students so you will not be as frustrated with the behavioral and learning difficulties they have.

And, as always, exercise, eat a healthy diet, and get plenty of rest.

By creating positive, productive, and emotionally healthy work environments and teaching teachers to improve their skills and better manage stress, we can make significant progress in improving teachers' commitment to teaching special education and ensure that they will remain in the classroom. It is only through these efforts that we can ensure a stable, high-quality teaching workforce. □

Mary T. Brownell and Stephen W. Smith are professors at the University of Florida. They are members of CEC Chapter #1024.

Technology, *from page 9*

ware, word processing, and adaptive computer input and output devices (e.g., alternative keyboards and speech synthesizers) several times per week.

- Adaptive and assistive technologies, such as alternative communication and hearing assistive devices, also are critical to the literacy development of many students with disabilities. Individuals who use these technologies tend to use them daily.
- Special educators use all technologies for multiple purposes. Specific devices are used to promote more than one literacy skill. Video and audio technologies mainly enhance listening skills and oral expression. Within the category of portable computing devices, calculators primarily improve mathematics and problem-solving skills, while electronic language aids predominantly develop writing and reading skills. Instructional software enhance all literacy skills, but mainly reading and mathematics. Word processing and its enhancements (e.g., spell check and grammar check) primarily promote writing skills, but also reading and nonverbal communication skills.

Complex vs. Low Tech Technology

Technology does not have to be complex or expensive to have a great impact on literacy skills. For example, records encourage listening, oral expression, non-verbal communication, and reading. Also, no relationship exists between the severity of an individual's disability and the complexity of technology needed. Often the lowest technology solution opens as many doors for students with mild disabilities as for students with severe disabilities. Likewise, students with severe disabilities can find as much enrichment with the most sophisticated equipment as can students with mild disabilities. Educators often use the same technology with students who have different disabilities or learning objectives.

Drawbacks to Technology Use

Numerous special educators believe that they cannot fully maximize technology's benefits because of the barriers that prevent effective technology use. Cost is the main obstacle. Most technologies are expensive to purchase, and virtually all schools have limited financial resources. As a result, schools do not have enough equipment, they possess older technologies, they cannot maintain equipment as well as they should, and/or equipment repairs take a long time or do not occur at all. Computers, adaptive and assistive devices, and all other kinds of technology are affected by this problem.

Funding shortages also affect training and technical assistance. While several special educators are satisfied with the training and technical assistance they receive, many think that training and support are inadequate and limit their ability to use technology effectively. The majority of special educators believe it is hard to obtain information about educational uses of technology. Furthermore, time constraints add to the inability of teachers to obtain the training and technical assistance they need.

Factors that Promote Successful Technology Use

Various factors facilitate having a successful instructional practice that incorporates technology. They are

- **Spend Limited Resources Wisely.** Since insufficient funding is the norm, educators need to spend limited resources wisely. Many special educators have found that needs assessment, training, and technical assistance are critical. Assessing the needs of each individual with a disability is essential because only in this way can the school meet a particular student's needs. Merely buying equipment is insufficient; staff also must receive training and technical assistance to use technology effectively. Also, needs assessment, training, and technical assistance should be ongoing, because having only a couple of sessions will have limited impact.
- **Collaboration.** Collaboration also is key to improving the use of technology to promote literacy. A number of special educators have discovered that their colleagues can be a valuable resource. Spe-

Continues on page 15

EXTRA credit

Online Arts Magazine for Kids—*Be True*, the online arts magazine for kids, is now fully-interactive. The magazine features articles and interviews about musicians, writers, actors, and artists, as well as story and artwork submissions from and about its readers from around the world. Address: www.betruezine.com.

1999 Presidential Awards for Excellence in Mathematics and Science Teaching—The Presidential Awards for Excellence in Mathematics and Science Teaching honors outstanding secondary and elementary school teachers of mathematics and science. Awardees are selected on the basis of their teaching performance, background, and experience, as well as their professional and non-professional activities related to their role as teachers. Deadline: Feb. 27. For more information, contact Krisi Crear, 703/306-0422.

U.S. Olympic PBS Cyber School—The U.S. Olympic PBS Cyber School, powered by IBM, offers beginning, intermediate, and advanced problem-solving exercises for middle-school students, as well as national standards-based lesson plans and training to help teachers implement the technologies needed to respond to the educational challenges posed on the Web site. The site will also feature stories about the Olympic Games written and edited by students, with contributions from around the world. Teachers can also access the site for lesson planning purposes. Site address: www.ibm.pbscyberschool.org.

Fairytales Online—Whootie Owl's Stories to Grow By is an interactive Web site featuring folktales and fairytales from around the world that are organized around themes of human values. Children can not only respond to questions about the stories, they can also click to see what other children have to say about a story. Address: http://storiestogrowby.com, e-mail: whootie-owl@storiestogrowby.com.

Special Educators Should Not Be Required to Administer Medical Services

Special educators should not be required to administer medical services to students, said a majority of the respondents to CEC s survey on the topic (*CEC Today*, October 1998). Another significant finding was that half the respondents said their school did not have backup plans if the person designated to provide these services was unavailable.

A majority of the survey respondents had provided medical students in their careers, and most were not required to have professional training to do so. Also, the majority of the respondents schools did not provide health aides.

Following is a breakdown of the survey results. (n = 31)

Survey: What Do You Think about Special Educators Administering Medical Services?

Have you ever been required to administer medical services to a student?

yes, 18 no, 14

If so, was professional training required?

yes, 9 no, 12

Does your school have backup plans in place for students who need medical services?

yes, 20 no, 10

Do you think special education teachers should be required to administer medical services?

yes, 6 no, 23

Are health aides provided in your school?

yes, 10 no, 21

For more information on this issue, contact CEC s Division for Physical and Health Disabilities, 404/651-2310.

SSIs—An Unnecessary Burden for Special Education Teachers

BY TERRI CHASTEEN

Many things in my life are frustrating. For example, waiting in traffic or thinking I've saved something on the computer when, in fact, it's floating off in cyberspace somewhere never to be retrieved.

As a special education teacher I have my share of frustrations, but none compare to being asked to complete an SSI redetermination questionnaire concerning one of my students. Let me explain. For the past nine years, I've been a transition educator with the Nixa R-II School District working with students with disabilities to achieve the highest level of independence possible. A student's transition education often includes daily living, community integration, and vocational skills training.

The reason I chose to specialize in this area of special education is the rewarding feeling that comes with seeing each individual student grow to adulthood as they get their first job and learn to care for themselves.

Students who are receiving SSI benefits must, at age 18, go through redetermination to see if they still qualify for benefits. As a part of this process, special education teachers must complete a two-page questionnaire, listing students' abilities relating to independence and the ability to maintain a job. Needless to say, it is difficult to complete this questionnaire. In transition education, the focus is primarily on a students' strengths, and now we are asked to focus on weaknesses.

"It's difficult enough to complete the questionnaire but, often my determination is ignored and the benefits are terminated," says Jodi Ross, a work/study teacher, who has also faced this dilemma.

Even though students have made tremendous skill gains, they often are not ready to work full-time. Many times, their-part-time employment situations don't provide benefits. The loss of SSI benefits also includes the loss of Medicaid Insurance.

Most importantly, students in transition programs have often been in work situations where they have had the extra support of the education system. To take away SSI benefits at this time takes away the safety net at a time when students are already facing many changes and challenges.

Suggestions for Improvement.

There has to be a better way to determine whether a student continues to need Social Security benefits. I think 18 years old is an inappropriate age for this determination to be made. If the students had a few years to adjust to adult life, without the support of the education system, a better decision could be made based on the students' actual performance rather than a teacher's opinion. Instead of a paper trail, perhaps a performance-based assessment could be used to determine if a student is capable of sustaining a job and living independently. If a student is determined ineligible for Social Security payment, an alternative form of health insurance might be a needed component to assist students in achieving independence.

An Unnecessary Burden for Teachers

I don't like paperwork. I never have and I never will. However, I understand the necessity of IEP's and diagnostics. I just don't think a special educator should shoulder the burden of assisting in Social Security benefit determination. It's one form of "paperwork" I would gladly give up. □

Terri Chasteen is CEC's 1998 Clarissa Hug Teacher of the Year.

Speaking Out expresses the opinions of individuals. Your comments are welcome.

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Technology, *from page 13*

cial education teachers teach one another what does and does not work. They also work with general education teachers to make mainstreaming possible and increase its success. When related services specialists, teachers, and administrators all work together on their students' behalf, technology use improves and students' learning is enhanced.

Conclusion

Students with disabilities benefit greatly from using technology. All devices, old technologies and state-of-the-art equipment, can help them develop various literacy skills. This project shows that having access to more equipment and current technology would enhance students' education. Also, in order to use technology effectively, educators need to receive sufficient training and technical assistance. Finally, needs assessment must be ongoing. Only in this way can we recognize the individual needs of students with disabilities and help them reach their potential.□

Macro International and CEC conducted this project between 1995 and 1998. For further details, visit the project's Web site, www.abledata.com/literacy, or contact Lisa Burton-Radzely at burton-radzely@macroint.com.

Depression, *from page 5*

with gifts and talents have reason to be depressed and therefore need no special attention. This leads them to minimize the student's cry for help.

"Teachers and school counselors with little training [about gifted students] may want to say to them 'just buckle down and get with it,'" Webb explained.

In addition, large class sizes make it difficult for any teacher to notice children with exceptionalities suffering quietly, said Dixie Jordan, coordinator of parent services for children with emotional disorders at the Parent Advocacy Coalition for Educational Rights. And today's busy schedules make it too easy to forget to listen to the students.

Detection and Referral

The first step in helping children with exceptionalities overcome their depression is to understand the symptoms. (See box on page 5.) No matter what symptoms a student exhibits, a change in behavior signifies a problem. In a school setting, a child who shows an unexplained change in school performance, such as one who normally gets good grades suddenly does not, quits a job, withdraws from extracurricular activities and hobbies, has unreasonable fears, looks tired, engages in reckless behavior, or withdraws from friends and other social contacts may be depressed, according to Guetzloe. Additionally, expressions of hopelessness and low self-esteem such as "I'm not a good student" and "No one cares about me" should send out warning flags.

Understanding the symptoms also requires understanding the student. Johns encourages teachers to "talk, talk, talk"—the only way to understand what is going on with a student is to open the lines of communication.

"Grab 'em by the front of their shirt, so to speak, and get them to talk," Guetzloe said. "The first time will give you a stomach ache, but thereafter it gets easier."

When talking to students from cultural backgrounds that look down on professional psychiatric treatment, teachers may need to enlist the support of someone of the same gender and/or cultural background with whom the student and his or her family can identify and trust, Townsend recommended.

"You don't want to violate any cultural norms, but you don't want to let cultural norms stand in the way of treatment," she said. "Know the values and beliefs of your student population."

When Depression Turns Fatal

When expressions of hopelessness turn into expressions of or obsessions with death such as "I'd rather be dead" or "I'd like to live with Grandma [who has passed away]," teachers must take immediate action in order to thwart a potential suicide, according to Guetzloe.

Additionally, tell-tale signs that suicide may be lurking around the corner are evident when children or youth give away their stuff, isolate themselves from their peer group, and refer to death, according to Micki Jaeger, social worker at the Three Springs Adolescent Treatment Center in North Carolina.

And "a child whose mood has changed from very gloomy to very upbeat may have made up his mind to kill himself," Guetzloe said.

She recommends quick detection and referral of any child showing signs of depression to a school psychiatrist or mental health professional for professional assessment.

Schools should provide a central person in the school—a school psychiatrist, counselor, or principal—with whom teachers can discuss at-risk students. Teachers also need to share information throughout the school and with this central designee, who would then know all the issues surrounding each at-risk student and, therefore, provide them with better assessments and treatments.

Additionally, schools may want to consider conducting staff development sessions for general and special educators about therapy in the classroom, including psychoeducational strategies to correct the student's negative self-thought and in-school support groups for kids to express rage, Townsend said.

Communicating with Parents

Families must be involved in detecting and treating depression in their children. Addressing the parents is best done with a team approach with the teacher(s) and school counselor/psychiatrist, according to Johns. The team should try to learn if the family is seeing the same problems at home. But Guetzloe warns that the teacher and counselor should only inform parents of behavioral observations such as "one of the teachers has reported to me because your child has written an essay about death," leaving the diagnosis of depression to a mental health professional.□

For more information on depression and students with exceptionalities, read Depression and Suicide: Special Education Students at Risk. *To order, call CEC toll-free at 888/232-7733, Book #P356, $11.40; CEC members, $8)*

CALENDAR OF CEC events

february

February 1-4, 1999
Louisiana CEC Federation Conference, Painting a Portrait for Life : Louisiana Super Conference on Special Education. Hilton Hotel, Baton Rouge, LA. Contact: Donna Dugger Wadsworth, Box 44904, Lafayette, LA 70504, 318/482-6415.

February 3-6, 1999
MRDD 6th International Conference on Mental Retardation and Other Developmental Disabilities, Research to Practice in the 21st Century. Aston Wailea Resort, Maui, HI. Contact: Polly Parrish, 6800 Bayou Run, Spanish Fort, AL 36527, 334/476-3299 (O), 334/626-3840 (H), FAX 334/621-0119, e-mail: Pparrish15@aol.com.

February 5-6, 1999
North Dakota CEC Federation Conference, Magic! Our Bag of Tricks. Grand Forks, ND. Contact: Linda Hartman, 701/746-2230.

February 8-9, 1999
Tennessee CEC Federation Conference Collaboration: Putting the Buzz Word into Action. Loews Vanderbilt Hotel, Nashville, TN. Contact: Dr. Kathy Puckett, University of Tennessee-Chattanooga, 615 McCallie Avenue, 310 Hunter Hall, Chattanooga, TN 37403, 423-584-8173(O), FAX 423-594-8895, e-mail: bolt@usit.net.

February 10-12, 1999
Florida DCDT Subdivision: Florida s Sixth Annual Special Needs Week Conference. Orlando North Hilton, Orlando, FL. Contact: Michael Salem, 305/233-8380.

February 12-13, 1999
Colorado CEC Federation Conference, Courage to Risk. Broadmoor Hotel, Colorado Springs, CO. Contact: Mary Kennedy, 1372 Parker Drive, Longmont, CO 80501.

February 12-13, 1999
South Carolina CEC Federation Conference. Columbia, SC. Contact: Flora Ratliff, 864/281-1260 (O), 864/963-6923 (H).

February 18-20, 1999
Indiana CEC Federation Conference. Westin Suites & Sheraton Indianapolis North Hotel, Indianapolis, IN. Contact: Nina Yssel, 765/285-5700 (O), FAX 765/285-2067.

February 18-20, 1999
Kentucky CEC Federation Conference, Exceptional Children: Their Future, Our Commitment. Executive Inn, Louisville, KY. Contact: Coleman House, 606/864-6065.

February 19-20, 1999
CCBD Forum, Development of Behavioral Intervention Plans and Supports: Changing Roles and Responsibilities. Holiday Inn Downtown-Superdome, New Orleans, LA. Contact: Lyndal Bullock, 940/565-3583 (O), FAX 940/565-4055, e-mail: bullock@ tac.coe.unt.edu.

February 19-21, 1999
Virginia CEC Federation Conference, IDEA 97: Creating Positive Outcomes for 2000 and Beyond. Roanoke Airport Marriott, Roanoke, VA. Contact: Sharon Walsh, 703/250-4935 (O), FAX 703/250-4935, e-mail: walshtaylo@aol.com.

February 25-26, 1999
Manitoba CEC Federation Conference, Celebrating Exceptional Children. est Western-International Inn, Winnipeg, MB. Contact: Val Hoshisaki-Nordin, 204/694-0483, FAX 204/694-7509, e-mail: dthompso@mbnet.mb.ca.

February 25-27, 1999
Midwest Symposium for Leadership in Behavioral Disorders,: Trends and Services for Students with E/BD in the 21st Century. Hyatt Regecy Crown Center, Kansas City, MO. Contact: Kirsten McBride, 913/492-8755.

march

March 1-2, 1999
Minnesota CEC Federation Conference, Common Connections, Northern Reflections. St. Paul Radisson Hotel. Contact: Susan Kolstad, 651/683-6890 (O), e-mail: kolstasm@tl.isd196.k12.mn.us.

March 4-5, 1999
Oklahoma CEC Federation Conference Continuing Every Challenge: Education for our Special Children in the Next Millennium. Fountainhead Resort Hotel and Conference Center, Checotah, OK. Contact: Ron King, 405/948-3228, e-mail: jrmahal509@aol.com.

March 7-9, 1999
South Dakota CEC Federation Conference, Together We Are Better. Ramkota River Centre, Pierre, SD. Contact: Judy Rae, 605/332-5083.

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